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ABSTRACT

The Pennsylvania School Improvement Program (PSIP) was created to assist local schools and school districts in the development of curriculum improvement strategies. The process involves the use of "linkers," curriculum specialists who work with teams from the local level to ascertain needs, then connect the local teams with the research and development agencies that can provide information and resources to help meet those needs. This document describes one rural elementary school's experience using PSIP in an effort to improve its reading program. During the period from the middle of 1976 to late spring of 1979, this school successfully went through needs assessment, program selection, and preparation for implementation of the selected program. The report concludes that participation in PSIP has provided the school with an articulated K-4 reading curriculum and a management system providing adequate student information for effective instructional planning. Participation in the PSIP also prompted the creation of the position of reading coordinator for the district. The PSIP process has been adapted to local needs and is understood by local educators, who can now use the system on their own for further curriculum improvements in other areas. (Author/PGD)

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PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

SCHOOL SITE CASE STUDY

School O

U.S. DEPARTMENT OF HEALTH,
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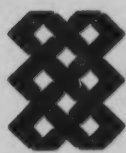
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PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

SITE CASE STUDY
FOR
SCHOOL O

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May 1979

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PART I: CONTEXT

A. The Project

The Pennsylvania School Improvement Project: Objectives, Structure, Resources, Strategies and Major Activities

Objectives

The Pennsylvania School Improvement Program (PSIP) links the Pennsylvania Department of Education, Northwest Tri-County and Colonial Northampton Intermediate Units, and research and development agencies with ten pilot school districts to provide assistance in improving basic skills instructional programs. The research agencies are: (1) Research for Better Schools, (2) Research and Information Services for Education and (3) The Learning Research and Development Center of the University of Pittsburgh.

PSIP's objectives are, first, to help schools analyze their needs in the basic skills area and second, to help schools improve student performance in basic skills using the best available instructional programs and techniques produced by research and development activities.

Structure and Resources

The basic structure of PSIP is built upon the concept of an Intermediate Unit Linkage person serving as an educational extension agent who facilitates two-way communication between a local school and sources of R&D outcomes/products. This Linker is supported by a team of persons from the R&D agencies that provides technical assistance to a school site through the Linker. This team is called, for PSIP purposes, a School Assistance Team (SAT). The SAT always includes staff members from one or more of the participating agencies, a person with expertise in the content area

of interest to the school site and the IU Linker. The SAT works cooperatively with a Local Action Team (LAT) and selected by the site school to analyze both student and program needs and then to select and to implement an R&D outcome appropriate to these needs.

The Pennsylvania Department of Education is responsible for managing and directing PSIP activities. The participating agencies are described in the following paragraphs.

The Learning Research and Development Center (LRDC). -- The mission of the LRDC, part of the University of Pittsburgh, is to develop, study and evaluate adaptative educational environments for schools. LRDC has had experience in instructional design, curriculum analysis, policy analysis, teacher education and computer application in education.

Research for Better Schools (RBS). -- RBS is a private nonprofit educational laboratory established in 1966. Its mission is (1) to research and develop instructional systems and materials to improve educational processes for preschool through adult programs and (2) to assist regional education agencies in preparing and carrying out changes in the educational program.

Research and Information Services for Education (RISE). -- RISE operates under the primary sponsorship of the Montgomery County Intermediate Unit in cooperation with the Pennsylvania Department of Education. RISE has broad experience in disseminating information on curriculum research drawn from local, state and national resource.

The Intermediate Units (IUs). -- The state's IUs provide consultative, advisory and program services to local schools. An IU coordinator serves as a full-time Linkage agent to provide assistance to schools involved in PSIP activities.

Strategies and Activities

There are four major strategies in the PSIP process: (1) Needs Assessment, (2) Knowledge Consolidation, (3) Selection and (4) Implementation. Each of the major processes incorporates planned and structured LAT/SAT workshop-type activities as well as follow-up assistance by the IU linkage person to supplement each major workshop. These sequential interrelated processes will result in an upgrading of the LAT's skill in the use of needs analysis techniques to improve instruction, in the documentation of priority areas for improving the basic skills program and in SAT technical assistance to the LAT in reviewing and selecting available options and implementing educational changes.

Needs Assessment. -- Needs assessment is the first phase of school participation. The LAT works cooperatively with the SAT in a problem-solving process to analyze student needs and program needs. There are three major activities involved in needs assessment. Each major activity requires formal LAT/SAT workshop sessions coordinated by the Linker. The three major activities are described below.

ORGANIZING THE NEEDS ANALYSIS. -- This meeting provides the Local Action Team (LAT) with an overview of the needs analysis process, helps them begin to function as a problem solving team, and focuses on a general area of need for later concentration. The major objectives are to orient the LAT to the entire needs analysis process and to help the group to begin to function as an effective problem solving team and to develop a general statement of the school needs on the basis of a review of school data. The Research Utilizing Problem-Solving (RUPS) materials are used during this activity. The outcome of the session is the appointment of an LAT coordinator and a general problem statement for the school.

ANALYZING STUDENT NEEDS. -- These sessions are designed to identify the discrepancy between desired student performance and current student performance and to prepare a detailed statement of student needs on the basis of that discrepancy. The structured sessions are based on Curriculum and Instruction: Planning Improvement, a handbook developed by RBS.

The outcomes of the student needs analysis sessions are: (1) a chart showing desired student performance in a basic skill area, standards for this performance and a description of the target population, (2) a chart showing current student performance in these areas, (3) a discrepancy analysis of these charts and (4) a detailed statement of student needs.

ANALYZING PROGRAM NEEDS. -- The purpose of this phase is to identify aspects of the current educational program which might be strengthened in order to improve student performance in the defined need area. The materials used for program analysis are: a model of classroom processes developed by research at LRDC, instrumentation based on the variables from this model, and data from other needs analyses activities.

During the program analysis sessions the LAT is provided with an overview of the factors which R&D suggest relate to student performance. The LAT then decides which of these variables should be investigated. Instruments are constructed and data are collected by the LAT and the Linker. The SAT analyzes the data and submits a summary of the findings to the LAT for consideration in producing a statement of program needs.

Knowledge Consolidation. -- This phase consists of an Outcome Search and a comprehensive Literature Search on what research and development says about (1) basic skills learning and instructional theory and general learning theory, (2) principles of diffusion and dissemination activities, and (3) school organization and curriculum development processes. The

Outcome Search identifies effective educational practices in basic skills instruction, screens the educational practices for validity and availability and analyzes them using criteria developed by the LAT during the needs definition phase. A bank of appropriate, usable alternative practices for basic skills instruction is then submitted to the LAT for consideration.

The Knowledge Consolidation activities are initiated as soon as the LAT generates a general problem statement at the first needs assessment session. Data is entered into Knowledge Consolidation as it is generated by the LAT.

The Selection Process. -- During the selection process the LAT develops selection criteria related to local school conditions, screens possible educational practices using these standards, selects the practice that best meets the standards and produces a general plan for implementing the educational practice selected. During this activity the LAT is first presented with a set of R&D outcomes selected by the Knowledge Consolidation component using the data generated by the student needs analysis and the program analysis activities. These R&D alternatives are reviewed and screened by the LAT using site-specific criteria. There are two or three elimination rounds to the process. The outcome is the selection of some R&D product/process for implementation.

The Implementation Process. -- The LAT and SAT work together to develop a realistic plan for implementing a change in the school curriculum. Staff members are trained, and the new instructional process becomes operational. The SAT provides technical assistance to the LAT in evaluating the effectiveness of the new procedures and assists in modifications when necessary.

Process Milestone

The Pennsylvania School Improvement Program (PSIP) offers school districts an opportunity to learn a curriculum improvement process and to apply that process to a local school problem. The PSIP Process teaches administrators, teachers and community members techniques for analyzing student and curriculum program needs, selecting a research and development product (R&D outcome) as an intervention strategy, planning for implementation, initiating program installation and finally conducting evaluation of the implemented program. It is organized into four distinct phases which are (a) Needs Assessment, (b) Knowledge Consolidation, (c) Selection and (d) Implementation.

The following description of the PSIP Process highlights the major milestones which are common to all schools and critical to the success of the program. (Refer to attached chart for sequence of milestones.) Also critical to the success of the process is the involvement and leadership of a curriculum specialist from the intermediate unit (IU). This IU representative, acting as a third party change agent, links school personnel with outside resources, consultants and researchers.

Needs Assessment

Milestone (1). The process begins with representatives from the Intermediate Unit and/or Department of Education providing introduction and preliminary orientation to administrators from the school district. Milestone (1) is realized when the district superintendent agrees to participate in the school improvement program.

Milestone (2). Orientation proceeds to staff at the school building level and an information profile of district and school data is developed.

Milestone (2) is reached when school personnel form a Local Action Team (LAT) and a commitment is made to proceed.

Milestone (3). The first task the LAT undertakes is the identification of a curriculum or program area needing improvement such as reading, mathematics, discipline or communication difficulties. This tentative identification of a problem area(s) mark Milestone (3). At this point, the identification of R&D outcomes begins.

Milestone (4). Student needs analysis is initiated by identifying existing test data and analyzing the present school situation as it relates to a curriculum area to be studied. The LAT continues to work with the intermediate unit representative, supported by an external resource team (School Assistance Team) to develop student performance charts of both desired and current needs. It is from this data that a discrepancy analysis is done and a detailed student needs statement is developed, marking Milestone (4).

Milestone (5). The next activity is to analyze teaching methods and aspects of the curriculum program the staff is currently utilizing. This analysis is based on the four constructs and ten variables in the Cooley-Lohnes classroom evaluation model. The classroom variables are defined and a method of collecting the data is selected. Program analysis is completed and a report is given to the school staff. Milestone (5) is reached when a detailed program needs statement is developed from this data by the LAT.

Milestone (6). A detailed site specific needs statement is synthesized from school profile data, the general problem statement, the student needs statement and the program needs statement. Prior to the writing of this statement, all existing data has been analyzed for relationships and illustrated in chart form.

Knowledge Consolidation

Milestone (7). Coinciding with these activities at the local schools, is a series of knowledge consolidation activities by the school assistance team based on the data generated by each of the previous needs assessment steps. This process is basically a search for resources (R&D outcomes) which becomes more intensified and appropriate to a school need as each step in needs assessment is completed. The assembly of resources to be presented for consideration is introduced to the LAT during the selection phase.

Selection

Milestone (8). Selection provides the school staff an opportunity to begin to screen and identify intervention programs and strategies based on locally developed site criteria. Local conditions serve as a vital input in the determination of the criteria to be used in selection.

Milestone (9). As the teachers move through the selection process they participate in several screenings. This objective has been reached after a LAT has screened many R&D outcomes and narrowed the list to approximately five alternatives.

Milestone (10). Additional information is obtained regarding the remaining list of alternatives. After a more intensive review by the LAT, a final selection(s) is made. At this point, implementation planning begins.

Implementation

Milestone (11). This objective is reached when an implementation plan is developed for the new intervention strategy. As an example,

this plan may include a trial period of a new program with selected teachers.

Milestone (12). The implementation plan is presented to the appropriate school district decision-makers. Approval and acceptance of the plan signifies Milestone (12) has been completed. Installation of program activities are now initiated.

Milestone (13). Details of the implementation plan are now put into action such as teacher training activities. These activities may be phased-in by teachers, grades or school buildings.

Milestone (14). Upon initiation of new program activities, ongoing evaluation and monitoring activities are taking place. Results from formative and summative evaluation activities are reviewed at scheduled time periods by decision-makers. If the intervention is determined to be successful, then a district may decide to expand its impact beyond the site school.

B. The Site

General Background and Information on the Community

The mideastern area of Pennsylvania, originally settled by immigrant farmers, remains predominantly farms and with very limited industrial development and few residential subdivisions. School O is an elementary school in this rural region and in a district that encompasses four townships with no center of population. The district borders on a mountain recreation area with several large hotels that cater to both summer and winter seasons.

School O draws its student population from both middle and low socioeconomic backgrounds. The farm families have comparatively stable incomes, while the more recent population of resort workers experience unstable incomes that bounce back and forth from seasonal affluence to off-season poverty.

School Profile. -- The emphasis of the district educational program is upon basic skill development and School O reflects this emphasis. The school building is old, built in the 1930s but well maintained. There is no evidence of educational "frills" at this school. It has kindergarten, first, second, third and fourth grade classes with a total enrollment of 1,281 students most of whom are bussed. There is also a school library and a special education class in the building. There are 11 regular classroom teachers in the building, no teacher aides and five itinerant specialists who visit the school once each week (art, music, physical education instructors, nurse and librarian). The average class size is 27 students and the student population is 99 percent Caucasian.

Data collected by the Pennsylvania assessment program indicate that the faculty is predominantly female with average experience of 19 years in the classroom. Faculty relationships are seen as satisfactory. The Local Action Team Coordinator has stated that "We're like one big family--in fact Mrs. _____ asked me if we were all related." Both students and faculty are stable in terms of mobility. Faculty members, for the most part, have lived in the area most of their lives and few families have changed residence in the last three years.

The district had increased its millage recently. The principal has been at this site for some time and the district superintendent has not changed recently. The staff morale increased because a district reorganization included a middle school and reduced the number of students at this site. There is apparently little or no press coverage other than sports events.

School Reading Program At Entry

Description -- School O was using the Ginn 360, a levels program with strands that extend across grade levels. Although a scope and sequence is available for this series, the school did not have it available for teacher use. There was no formal student assessment process in use but there is one available for this Ginn 360. Apparently teachers only had the series textbooks and workbooks.

Teacher Perceptions of Reading Program. -- Three classroom teachers and a Reading teacher were interviewed at School O. Their involvement at this site ranged from one year to four years with an average length of two years. Three of the four respondents indicated that Reading was the major problem area in the school.

The teachers indicated that low levels of student achievement in Reading comprehension was a major problem. The Reading teacher specified that the lack of an organized sequential program and an inadequate student assessment program were causing this problem. All respondents felt that they had addressed this problem through their work as classroom teachers and staff discussions.

All respondents indicated that help was needed in solving this problem. Only the first grade teacher felt that external help was necessary; the other respondents indicated such things as new series, more materials, more Reading teachers, etc. When asked about recent outside help related to the Reading program, most respondents noted only Title I activities. Most respondents felt that the problem in Reading was affecting the students because poor Reading comprehension carried over and affected their progress throughout their school experiences.

Teachers also felt that the problem in Reading was identified through their day-to-day interaction with the students. The most common way used by teachers to get others to recognize the problem was faculty meetings/in-service sessions. Test data from the Educational Quality Assessment program supported the validity of the problem as did standardized tests and curriculum imbedded tests. The teachers agreed that in the past, attempts to solve the problem have been only faculty meetings to discuss Reading and the addition of Remedial Reading teachers to the staff. In general, these attempts didn't affect the problem area to any great degree. It had existed for at least three years and there had been little change over time. There was no expenditure of time or money specifically assigned to seeking a solution to the teaching problems.

Many ideas for desired changes were provided by teachers such as throwing out the basal series and individualizing, sending teachers back to college for coursework in teaching of Reading, and developing a scope and sequence with a student skills checklist. Teachers would consider the problem solved if test scores went up, if students improved in comprehension and if they had access to an organized, sequential Reading program.

When respondents considered conditions necessary for change, for those conditions that required locating information, problem solving activities or training that cost money, outside help would be necessary. Community/parent pressure and staff commitment to the idea that some action must be taken to resolve the Reading problem were indicated by most respondents as the most important pressures for change.

Part II

PSIP ACTIVITIES AT SCHOOL O

A. Entry/Initiation Phase

There are three major activities during the PSIP Entry/Initiation Phase. First, a general overview meeting of the central office administrative teams from all of the participating school district is held at the intermediate unit office. An orientation session is then presented by the PSIP team at the school site for the entire faculty. The site orientation session is followed by an on-site visit by the PSIP School Assistance Team (SAT) to gather information about the general climate of each school. This on-site visit is called a Pulse Session and the SAT virtually does "take the pulse" of the school.

General Overview Meeting

The building principal from PSIP School O and the district superintendent attended a general overview meeting held at the intermediate unit (IU). At this meeting, a general overview of PSIP was presented to allow the school district administrative teams to consider all of the ramifications of PSIP participation. The school districts and the schools within each district had been identified as possible PSIP sites through state assessment data in the basic skills areas (Reading/Math) and on the basis of a history of cooperation in IU activities in the past. District administrators were given a brief summary of the kinds of information generated by PSIP process and possible pay-off of the school. At the conclusion of the first general overview session, School O in District B agreed to participate in PSIP.

On-Site Orientation Session

The general overview session was followed on October 7, 1976 by an On-Site Orientation Session at School O for the total faculty. The School Assistance Team (SAT) provided a description of the PSIP process to familiarize the staff with all phases of PSIP and to alert the teachers to the responsibilities of a Local Action Team (LAT). The PSIP director, representatives from all of the agencies and an IU person presented a detailed description of each major PSIP activity. The presentation included illustrations of the products generated by a school team as a result of PSIP involvement. The pay-off of instructional improvement was stressed. Both the General Overview session at the IU and the On-Site Orientation Session provided the PSIP staff with an opportunity to establish rapport with the significant persons at both the district and the site level. However, at this time an intermediate unit Linker had not yet been hired. This on-site orientation was presented by the IU assistant executive director, the PSIP director and a representative from RISE. The overall impression gained from this activity was that the principal at School O was supportive of his school's participation in PSIP. At this time he requested that the two other elementary schools in the district be included also since he was principal for all three.

The PSIP team decided to include all three schools in the next PSIP activity--the Pulse Visit. It was also decided not to schedule the Pulse Visit until an IU Linker was hired by the IU.

IU Linker Hired

An IU Linker was hired late in 1976. She had previous experience as a classroom teacher and Title I coordinator in a school district in

the western part of the state. The Linker moved into a new position, in a totally new organizational structure to begin working with schools and teachers that were totally unfamiliar to her. This situation was compounded by the fact that at this point the PSIP process was in the developmental stages and many activities were in a rather fluid stage. A great deal of external agency support was needed for the Linker in on-site activities at this stage of PSIP.

The Pulse Visit was scheduled for December 10, 1976. This site activity was planned and carried out by the same team that participated in the site orientation and the new Linker participated in preliminary planning.

The Pulse Session

The Pulse Visit was an on-site visit to School O, involving classroom observations and interviews with teachers and the principal. Similar visits were made to the other two elementary schools to determine if the three schools were similar enough to function as one PSIP site. The PSIP School Assistance Team (SAT) decided the schools were very different. The information collected by the SAT was summarized by the IU Linker for use at the next session.

Summary of Pulse Visit Impressions

The Pulse Visit team made casual classroom observations, interviewed many teachers, the principal, the guidance counselor, students and the janitor.

On the positive side, teachers seemed happy and appeared to have adequate materials. There was good rapport among the principal and the teachers.

Teachers were concerned about lack of communication across grade levels, the wide range of student ability in their classrooms, and underachieving students. In addition, need for a management system that would provide student diagnostic information was cited. The program is limited to the basal series and no K-12 curriculum is available. All teachers were interested in developing a better articulated Reading program.

The tests used to assess student achievement in Reading were: Clymer Barrett (kindergarten only), the Comprehensive Test of Basic Skills and the Gates MacGinnitie Reading Test.

Linker Follow-up of Pulse Session

During the weeks following the Pulse Session the Linker met with the building principal several times and a Local Action Team (LAT) was appointed. It was also decided that School O would be a PSIP site but representatives from the other two schools would serve on the LAT. The LAT consisted of Mr. H., the principal; Ms. M, a Reading teacher, Ms. D, a Reading teacher; Ms. C, grade three teacher; Ms. F, special education teacher; Ms. J., a first grade teacher; Ms. S, elementary counselor. Ms. D, a Reading teacher was appointed as the LAT Coordinator. Background on the LAT is provided in appendix A. Ms. D and the Linker worked closely together to arrange for the next major PSIP activity.

During this period the IU Linker received extensive training in the PSIP process from the PSIP director, the evaluator and RBS staff persons. This training involved intensive review of the on-paper outlines of the PSIP workshops in needs assessment. The SAT provided the Linker with specific instructions in Linker responsibilities and the critical elements that affect the success of each PSIP activity. In addition, samples of

the materials needed for each session were provided. The close interaction of the SAT/Linker/LAT necessary at this stage of development in the PSIP process was stressed.

B. Needs Identification Phase

There are three major activities in the Needs Identification Phase of PSIP: (1) Introduction to Needs Identification, (2) Student Needs Analysis and (3) Program Analysis. Each major activity has a specific payoff that relates to the PSIP Knowledge Consolidation and PSIP Selection of Outcomes processes. The Introduction to Needs Analysis provides a general statement of a specific problem area; this problem statement provides the PSIP agencies involved in the Knowledge Consolidation processes with data necessary to initiate a definition of criteria relative to the site's specific area of concern. The Student Needs Analysis activities result in a detailed definition of the areas of need for a specific student population within a basic skills curriculum. Again, the Knowledge Consolidation unit uses this Student Needs Definition to further refine the pool of possible R&D outcomes applicable to the problem identified by the site. The Program Analysis provides an indepth description of the current school curricula in a selected skills area. This detailed description also contributes to the criteria used by the Knowledge Consolidation component to identify an appropriate listing or catalog of R&D outcomes to be submitted to the LAT during the Selection phase of PSIP.

Introduction to Needs Analysis

The first major PSIP activity scheduled for the LAT from School O was a formal workshop-type session that had been developed by RBS for the project. The Introduction to Needs Analysis workshop took place at School O on January 21, 1977. Substitute teachers were provided for those members of the LAT who are classroom teachers (a total of six).

The agenda for this Introduction to Needs Analysis provided an overview of PSIP objectives and purposes, a review of the needs analysis activities that would take place, and reports of school data from EQA (Pennsylvania State Assessment Program), from the school's testing program and from the SAT's Pulse Visit. Time was then scheduled for the LAT to voice any concerns they might have, ask questions, etc. Following this question-answer period, the agenda called for the LAT to participate in a simulation activity based on the RUPS process. The purpose of this simulation activity was to develop communication skills within the LAT and to provide a model and a strategy that the LAT would use in writing their own problem statement during the afternoon session. The expected outcome for this first major Needs Identification session was that a general problem statement be produced by the LAT that would provide the following information: what the problem is, who is affected and the goal for improvement.

The agenda was implemented as planned. The SAT provided School O with the Pulse Visit report and state assessment data. The LAT discussed and reacted to the report and in general agreed with the needs cited. The IU Linker was a participant observer during this session. The SAT (PSIP director, RBS person and IU executive director) modeled the various activities for her.

After completing the RUPS communication activity the LAT worked on developing their school's general needs statement using the RUPS format. However, there was not time for them to complete this statement. The Linker and the LAT Coordinator met during the following week for several hours; completed a general needs statement and submitted to the total LAT for reaction. The final statement is given in appendix A.

Linker Follow-up

The Linker met with the principal and the LAT Coordinator to collect existing student data and reading materials for use in the next major LAT/SAT session. The PSIP director and an RBS person assisted her in planning for the next activity. The Linker reported that she couldn't locate a scope and sequence for the basal series used in the school. SAT persons provided her with this scope and sequence (for Ginn 360) and samples of several K-12 Reading curriculum guides for use in the next session.

Student Needs Analysis

The Student Needs Analysis activities at School O were initiated at a full day session on February 11, 1977 at the school. An additional member was added to the LAT at this time, Mr. A, an assistant superintendent for curriculum. At this session, the IU Linker reviewed the general needs statement and the LAT approved it. The SAT consisted of the PSIP director, PSIP evaluator, two RBS persons and one RISE person. The two RBS persons led the LAT in developing a student needs analyses chart based on the Ginn scope and sequence. This activity was well planned and executed. However, the LAT had difficulty in accepting the student objectives presented since the Linker had failed to provide them with the Ginn scope and sequence to review. After lengthy discussion the LAT realized that the charts were based on their own basal series. Since this kind of interaction is time consuming, the student charts were not completed at this session. The LAT and the IU Linker met several times during the next month to complete the charts showing student objectives for Reading, measures used to assess the objectives

and the desired level of student achievement for each objectives. This task required two full LAT/Linker days and two Linker/LAT Coordinator days of activity.

A second full day LAT/SAT session was held on March 31, 1977 to summarize the current levels of student achievement for each objective. The areas of concern were: vocabulary, word analyses and comprehension for grades K-4. After reviewing the partially completed student charts and making minor revisions, the LAT and the Linker examined all existing student data. The LAT decided that current student data were too limited for use. With the support of the principal and assistant superintendent it was decided to order Ginn tests and the Comprehensive Test of Basic Skills and administer them to the K-4 students. This decision meant that the student charts could not be completed until July. (The LAT and SAT decided to move into program analyses activities during May. This activity is reported in the next section, page 24.)

The IU Linker and the LAT Coordinator met several times in April to plan for student testing. The testing was completed and the LAT and the Linker met for several full days in July, 1977 to analyze this test data, complete the student charts and analyze the discrepancies between desired and current levels of student achievement. These student charts are found in appendix B. The LAT summarized this discrepancy analysis in the following detailed student needs statement.

ELEMENTARY SCHOOL 0 STUDENT NEEDS STATEMENT

It seems that the average and above children at School 0 are more affected by a Reading problem than the below average student.

In kindergarten there is a need to strengthen the visual motor and perceptual skills.

At the first grade level, attention needs to be given to the area of comprehension.

At second and third grade, extended work is required in the areas of vocabulary, word analysis and comprehension skills.

The fourth grade is weak in the areas of vocabulary and comprehension.

Our goal for improvement is to strengthen the skills of greatest need which we have identified at each grade level.

A multi-media approach to teaching Reading is needed to help strengthen these need areas. Teachers must begin coordinating their ideas and techniques to provide a systematic, smooth transition from grade to grade. To coordinate teaching methods, inservice sessions should be provided to instruct teachers to utilize different modes or methods of instruction. Additional remedial and individualized instruction should be provided for each student. To achieve this type of instruction, a scope and sequence of skills must be developed for each grade level.

In addition, consideration should be given to the following:

1. Reading coordinator
2. Reading resource room
3. Individualized diagnostic prescriptive teaching techniques
4. Use of supplementary materials and personnel

All of the products of student needs analysis were provided to the Knowledge Consolidation component for use in search activities.

During all of the student needs activities a real working relationship developed among the LAT persons. The LAT Coordinator emerged as a strong leader supported by the principal. After the first few sessions the principal and the assistant superintendent were treated as peers by the teachers.

The IU Linker established very close personal relationships with the LAT members, especially the coordinator. She was very supportive of all of their activities and encouraged them to continue in the process even though at times they were frustrated. However, at the same time, she built a wall between the LAT and other PSIP staff by refusing to maintain communication relative to LAT progress. This communication breakdown meant that the LAT was participating in the PSIP process but

were in the dark in terms of how the activities related to the overall purpose of their PSIP involvement. The LAT was operating on "faith" at this point. Because the Linker had maintained a style that blocked out the SAT from direct interaction with the LAT, it was difficult to initiate the LAT/SAT communication needed to remedy this situation.

Program Needs Analysis

On May 15, 1971 School O entered PSIP program analyses activities. A full day LAT/SAT session was held at the school. The SAT presented the Cooley-Lohnes model of classroom processes on which Program Analyses is based. School O decided to analyze their Reading program relative to 13 variables that relate to student achievement. These variables are provided in appendix D, pages 80-81.

Two RBS persons and the Linker worked for two days to refine instrumentation for classroom observations, teacher interviews, student and parent questionnaires for use in Program Analyses. This instrumentation was based on the 13 Cooley Lohnes variables. The instruments were used during two full days of on-site data collection by the Linker and two RBS persons. RBS staff persons spent five days analyzing and summarizing the data.

On August 16, 1977 a full day session was held at the school to present program analyses data to the LAT. Several NIE persons attended this session: the RDU program person and the director of the dissemination division and the project monitor. The SAT consisted of three RBS persons, PSIP director and evaluator, two RISE persons, the IU assistant executive director and an LRDC person. In addition, a newly hired assistant to the IU Linker was in attendance.

The purpose of the session was to present the program analysis data to the LAT, to allow discussion of the data, to reach a consensus on the priority of program needs, and to discuss the advantages and constraints for possible types of outcomes that might be implemented. Dr. C from RBS assisted by Dr. B from RBS, led the presentation of program analysis results. A summary of the findings for each of the 12 variables along with LAT comments on those findings are given below.

Time: The data collected in program analysis did not indicate that time was an area of need.

Criterion Relevant Instruction: Program analysis results showed the test-content overlap (Ginn series with the CTBS and Gates MacGinitie tests) decreased as grade level increased. The LAT indicated that they felt that the Gates test was poor both from standpoint of evaluating student achievement and for diagnostic (grouping) purposes. Presently, the Gates test is used for grouping only. This variable was identified as one in need of attention.

Curriculum Motivators: Teachers responses indicated that they judged the basal text to be interesting to all Reading groups, the supplementary materials to be interesting for the high Reading groups but not the low groups, and the workbooks were interesting to high groups but only "OK" for the other groups. Library books were also considered to be of interest to the high and medium groups but not the low group. The LAT felt that this report was a reflection of their feelings, but also indicated that they felt that more supplementary materials were needed for the average and above average readers.

Interpersonal Motivators: Program analysis data suggest, and the LAT concurs, that interpersonal motivators are not areas of concern at this time.

Instructional Objectives: On the teacher questionnaires, all teachers indicated that the curriculum included both general and specific objectives. Since teachers did not respond to the item requesting information as to how students were made aware of the objectives, program analysis would indicate that this is an area for improvement. The LAT indicated that objectives are clear to each teacher in each class, but there is little or no awareness of objectives across grade levels. The LAT agreed that this area is one in need of attention.

Matching: Teachers responses on the questionnaire indicated that the curriculum match is good for average and high Reading groups. However, only half of the teachers felt that this was true for the low ability groups. Entry placement is determined mainly by end of year tests; however, test for grading and mastery occur at least twice a month. Only two teachers used the twice a month tests for diagnostic purposes. The LAT also indicated that there is no mechanism for reporting mastery to other school staff. It was agreed that the use of once a year testing for placement should be investigated as an area for improvement.

Grouping: Responses on the teacher questionnaire indicated that regrouping occurs rather infrequently. The LAT feels that regrouping should be based on the result of some evaluations. A student's ability to read fluently may not in itself be a good basis for making the judgement on regrouping. One teacher also indicated that she was very cautious about regrouping, since she did not want to advance a student to a group for which he/she was ill-prepared. This is a variable which perhaps deserves some attention.

Sequencing and Pacing: Teacher questionnaire responses indicated that adaptations of materials or the introduction of new materials occurs most frequently for low Reading groups. The LAT felt that additional materials were needed to provide both enrichment and remediation. At the meeting, one teacher voiced the concern that additional materials were also needed for high ability students.

Instructional Interactions: Teachers reported that they were able to spend three-fourths of the Reading time for instruction (the remainder was equally divided between classroom management and instructional management). During this amount of time teachers feel that they can cover all necessary materials for the high Reading group but this becomes more difficult for low and average groups.

Classroom Management: Student disruptions were minimal. Teachers do not have classroom aides. It was generally agreed that this area was not one of high priority.

Teacher Perceptions: Although teachers report that they feel other teachers are well prepared, discussion indicated that this was more of an expression of attitude than of known fact. Although teachers did not express a desire for the particular content of inservice education offered on the teacher questionnaire, the LAT did indicate that inservice would be desirable for any selected outcomes.

Instructional Integration: The teacher questionnaires indicated that teachers were uncertain about an overall plan for the teaching of specific Reading skills and were not familiar with the Reading program for grades other than their own. The LAT agreed that this was an area worthy of attention.

The feedback of program analysis data also included a report of the parent and student questionnaires. The statements below summarize the results of those questionnaires:

1. Parents generally support the Reading program.
2. Most students enjoy the use of the library.
3. Low ability students indicated that they did not particularly enjoy Reading activities.

Dr. G of LRDC provided an intrinsic analysis of the Ginn series.

Major points made by Dr. D are summarized below.

1. The objectives for the program vary from some which are relatively precise to others that are more like course goals than specific program objectives. Objectives are not listed in the students' books. Workbook pages do, however, have a stated purpose from which objectives can be inferred. Because the statement of objectives tends to be vague, Dr. D suggested that a scope and sequence chart showing the hierarchy of Reading skills in terms of rather precise objectives might be helpful.
2. Dr. G and others have ranked the Ginn materials high in the area of motivation.
3. The Ginn series provides many ways for matching students and materials. At least one of these provisions, the Informal Reading Inventories, are not used by teachers at School O. It was suggested that the LAT might consider utilizing the reading inventories to assist them in matching.

After all of this data was presented to the LAT, Dr. C from RBS elicited from the LAT consensus as to which of the program analysis variables needed to be improved. These areas are described below.

Areas of Greatest Need

Curriculum Motivators
Instructional Integration
Matching
Sequencing and Pacing
Teacher Perception

Areas of Lesser Need

Criteria Relevant Instruc-
tion
Grouping
Instructional Interaction

Areas presently
not of Great Concern

Time
Interpersonal Motivators
Instructional Objectives
Classroom Management

After a group discussion, the LAT suggested possible types of R&D outcomes to be considered:

A scope and sequence chart and pupil progress form

Supplementary Reading materials

Teacher support or inservice in diagnostic testing and teaching

The LAT and the SAT produced a needs summary chart that showed all of the areas in need of improvement that were identified in the total needs assessment phase. This chart is found in appendix D. The SAT persons from RBS carried this session with little Linker support.

The strong support of the building principal, the leadership of the SAT members and the commitment of the LAT Coordinator contributed to the success of the problem identification process at School O. In addition the support and involvement of an assistant superintendent for curriculum was very important. The willingness of the district to provide student data for use and to provide additional testing of students was extremely helpful at this stage of PSIP.

Problem Identified

School O Local Action Team identified the following problem as a result of total needs assessment activities. The students at School O are not achieving at their predicted levels in Reading. The standardized test data and Pennsylvania state assessment data support the validity of this statement. On an average, 30 percent of the students across grade levels K-4 are below their expected achievement levels in vocabulary as

measured by the Clymer Barrett, CTBS and Ginn 270 series. Thirty-nine percent are not achieving up to the level of expectancy levels in Reading Comprehension as measured by Ginn 720 tests, CTBS and the Gates MacGinitie tests.

An analysis of the School O Reading program identified several causes for the problem. There is no articulated K-4 reading curriculum in the school. Supplementary materials are not available in sufficient quantity or quality to motivate students. There is little or no diagnostic student information available to teachers. In addition, there is no overall management system.

C. Selection Phase

Introduction to Selection

On August 17, 1977 a second full day session was held at the school. The same SAT and NIE observers were in attendance. The school district superintendent also attended portions of the session.

A RISE person presented this total session. She reviewed the variables the LAT had selected for improvement as a result of program analysis. The discussion included a review of other inputs such as the School O General Needs Statement, the Pulse Visit Report, and the Student Needs Assessment. The common areas of need identified in these products were discussed. The LAT realized that the basal series, (Ginn materials) was the only common strand in the school's Reading and language arts program, but there was probably no evidence that these materials were used in any sequential/developmental order by teachers.

The group then discussed the areas of need in terms of those related to the Ginn series and those not Ginn-related. The outcomes were categorized as follows:

Ginn Specific

Scope and sequence (?)
Reporting-pupil profile cards
Inservice education for Ginn
Others

Ginn Non-Specific

Supplementary materials
Diagnostic tests
Teacher support programs
Inservice education--general
Teacher behavior change

The LAT decision on how to work toward improvement in each area and the LAT's prioritization of needs to be addressed in PSIP selection phase are given below.

<u>Need</u>	<u>Ginn Specific</u>	<u>Ginn Non-specific</u>	<u>Ranking</u>
Overall scope and sequence	Use of Ginn 720 and sequence charts and Barbe checklist	Development of profiles, recordkeeping, and charts by teachers	Teachers will work on skills but profiles, etc., considered in PSIP selection phase
Supplementary Reading materials	Some materials available within schools	Teachers to look at other materials	3
Inservice education	Teachers to be trained in the use of Ginn	Teachers to learn to teach Reading in general	1
Diagnostic techniques and tests	Use of Ginn informal reading inventories	Use of alternative tests	2
Teacher support services		Parental/volunteers	4

In the afternoon, the PSIP selection process was introduced. The pool of available R&D outcomes was explained and major sources of information reviewed. The SAT stressed the fact that PSIP did not provide funds for implementation. The LAT was also advised that selection was a group process for the benefit of the entire school--not for solving individual teacher's problems. Ms. I stated that she felt that this, a group effort, was what the LAT had expected. The RISE person briefly discussed examples of possible outcomes. Some R&D products were left for the LAT to examine during the next few weeks.

The RISE person reviewed the "Establishment of Ground Rules." She stressed the importance of procedures to (a) reach consensus, (b) to limit discussion, (c) to involve others if they are to be affected by

the group's decision, (d) to determine the division of labor, (e) to communicate within and outside the group, (f) to alter ground rules if it becomes necessary.

After a brief discussion the LAT adopted the following ground rules for use in the selection process:

1. All LAT members can vote.
2. A simple majority will decide the outcome.
3. In order to take a vote, a quorum of 8 members must be present.
4. If a tie occurs, there will be further discussion and a revote.
5. All votes will be oral.
6. The LAT Coordinator will request volunteers for assistance or will determine responsibility for work to be completed.

The LAT agreed that prior to the next meeting, they would work on the following tasks:

- 1) Develop a scope and sequence/skills test
- 2) Develop a format for the pupil checklist
- 3) Complete the three Readings on criteria for use in selection,
and
- 4) Some members would work on an article on PSIP for the elementary school newsletter

The LAT met later in August and developed a district scope and sequence with a student checklist. A report on problem identification and needs analysis summary was prepared and distributed to the total staff in the three elementary schools. A copy of this report is found in Appendix I.

Second Selection Session

On September 15, 1977 a full day session was held at the school. The purpose of the meeting was to have the LAT identify the criteria they would use for the selection process and also to present the LAT with information about the 17 outcomes selected from the Knowledge Consolidation pool for initial screening. This session was attended by the LAT, two RISE persons, the Linker and Linker assistant. The session was led by the RISE persons. The overall role and function of the Knowledge Consolidation phase of PSIP was reviewed and the five sources of R&D outcomes explained.

The LAT members reviewed and discussed three articles on criteria: "Guidelines for Selecting Effective Instructional Products" by Niedermeyer and Moncrief; "Examples of Possible Selection Criteria" from Selecting a Curriculum Program: Balancing Costs and Requirement, by Ball, Marvin, and Temkin; and "Social Fairness Guidelines" from SWRL's Instructional Products Selection Kit. SWRL's filmstrip "Guidelines for Selecting Instructional Programs" was also shown to the group.

The LAT generated the following criteria for use in screening R&D outcomes:

1. Training
2. Clear specific objectives
3. Variety of materials/activities
4. Good assessment program
5. Cost
6. Staffing requirements
7. Time needed

8. User experience data
9. Student reporting techniques
10. Lack of bias

A RISE person explained the four categories of R&D outcomes that had been selected on basis of School O priorities. The first category was supplementary materials; the second category products specifically directed at developing students' perceptual skills; the third, management approaches to the teaching of Reading, and the fourth, teacher training and tutoring programs.

The LAT were given 17 abstracts of R&D outcomes for initial screening.

The products were:

1. SWRL Learning Center Resources
2. Wisconsin Design for Reading Development:
 - a. Word Attack
 - b. Comprehension
 - c. Study Skills
3. Systems Directed Reading
4. Systems Approach to Individualized Instruction
5. The Perceptual Skills Curriculum
6. Perception + (Formerly Project SEE)
7. Classroom Intervention
8. Exemplary Center for Reading Instruction (ECRI)
9. Pupils Advancing in Learning
10. New Adventure in Learning
11. Pegasus-Pace
12. Discovery Through Reading

13. Project HOSTs
14. South Middleton Program
15. Intensive Reading Improvement Program

The highlights of each R&D outcome were reviewed and procedures for rating them using the LAT generated criteria were discussed. The LAT began to screen the R&D outcomes and three products (13, 14 and 17) were eliminated. Materials for the other 14 were left with the LAT for further examination. The LAT ratings of these 14 were sent to the Linker during the next week. As a result of this screening in-depth information was requested for R&D outcomes 2, 5, 7, 8, 10, 16.

Change of IU Linkers

The IU Linker resigned at the end of September. A new IU Linker was hired and began work with the School O on October 1. The new Linker had been with the IU for five years as a resource room teacher for special education. She had been a resident of the area and was familiar with the schools. The PSIP director worked with the new Linker for several weeks training her in the PSIP process. This Linker had a Linker Handbook that provided detailed outlines of each major PSIP activity with resource materials as back up reference. A briefing session on the status of all her PSIP schools were held at RBS early in October. This session was necessary since the first Linker had not maintained an adequate file on site activities. Fortunately, SAT persons, the director and evaluator collectively had a pool of data that provided some idea of the status of each site in the process. At this session plans were made for the next activity at School O.

Third Selection Session

The third selection session at School O was a district inservice day for the total faculty of all three elementary schools held on October 14, 1977. SAT members who attended were: PSIP director and evaluator, LRDC person, RBS person, two RISE persons, the new IU Linker, the IU assistant executive director and the IU Linker assistant.

The SAT members presented an overview of the progress the School O LAT had made in PSIP. A RISE person then described the six R&D outcomes that would be presented to the total faculty for consideration. The developer of the South Middleton Project (SMART) described this program. The ECRI program was presented on a videotape and then described by a teacher from a Pennsylvania district that uses it. A slide-tape description of Systems Directed Reading was presented. Materials and brochures for Perception + and Project HOSTs were provided for review.

The total faculty was provided with criteria and rating forms for use in screening the six R&D outcomes presented to them. As a result of this group ranking the SMART program, a management system that includes diagnostic testing, was chosen for implementation at School O. A description of SMART is found in Appendix F.

Fourth Selection Session

On October 27, 1977 the fourth and final selection session was held at School O. SAT persons attending were two RISE persons, one RBS person, the PSIP director, the IU Linker and the Linker assistant.

The two RISE persons led this session. The voting of the entire faculty was discussed and it was reaffirmed that SMART would be implemented using School O's own skills list. The LAT also decided to purchase

Perception +, a audio-viausal perception training program for kindergarten, using money donated by the local Lions Club. The needs summary chart was reviewed and the LAT again noted that teacher inservice was a priority area of need. After some discussion it was decided that such inservice could be scheduled using IU/PSIP funds. The LAT divided into subgroups to develop a "vision" of what SMART would look like when installed at School O. This "vision" addressed students, materials, staff, facilities, scheduling and training relative to SMART. This vision was the first step in planning for implementation. (A composite "vision" is found in Appendix G)

In a follow-up to this session the IU Linker met with the LAT coordinator. As a result of the meeting the need for teacher inservice was reaffirmed and a general outline for this inservice was produced. This outline is found in Appendix H.

D. Implementation Phase

Planning For Implementation

A full day SAT/LAT session was held on November 22, 1977 at School O. The IU Linker coordinated this session but an RBS person was primarily responsible for the major activities. A RISE person provided additional input during the session. The purpose of this session was to determine what additional information the LAT needed about the SMART program to implement it in their school and to introduce the concept of planning for implementation. During this session, the LAT developed a set of questions about SMART that needed to be answered during a site visit to the program. The LAT also decided the district needed a Reading coordinator

to manage implementation and they developed a job description for this position. A team of LAT persons was selected to visit the SMART program and a request was made for a Reading coordinator to be hired. This team visited the SMART program in January.

The next session of the LAT/SAT was held on February 3, 1978 at the school. The IU Linker coordinated this session. Primary responsibility for major activities was assumed by an RBS person. The LAT reported on the visit to the SMART program. The RBS person provided direction and leadership to the LAT in writing an implementation plan for installing SMART and the Perception + program and also for hiring a Reading coordinator. The LAT developed a draft of the implementation plan to be submitted to the school board for approval to implement. The building principal, the LAT coordinator and the assistant superintendent for curriculum presented this plan to the board on March 14, 1978 and approval was given to implement: SMART, Perception + teacher inservice and to hire a Reading coordinator.

The next formal session of the LAT/SAT was held on May 9, 1978 to develop the final implementation plan. The IU Linker coordinated this session with the help of the Linker assistant. An RBS person provided leadership for the LAT in developing a final implementation plan and an evaluation plan for the SMART program and for Perception +. The LAT developed first drafts of instruments for formative evaluation. The timeline for implementation activities was also produced at this session.

Resources required for implementation include: \$3,900 for inservice sessions and consultants and the cost of the services of a Reading coordinator. This money was provided by the school district out of regular line item budget funds. Training for Perception + was paid for by NDN but the Perception + kits were paid for by the local Lions Club.

The project director from SMART was scheduled to train the School O LAT who in turn will train the total staff of the three schools. Inservice in Perception + was scheduled as part of the NDN state facilitator project. Perception + materials were purchased for use as supplementary materials with the current basal Reading series in kindergarten and first grade. SMART is basically a management system for Reading and will be correlated with the existing Reading program. Total integration in all elementary schools is scheduled for 1979-80. The new Reading coordinator was hired by the district. (This "new" coordinator is the LAT coordinator.) She will manage and direct the implementation activities with assistance from the LAT members. This final implementation plan was submitted to the superintendent. He approved the plan and included the funding as a line item in the regular school budget.

The report to the school board, the implementation plan, the evaluation plan and implementation timeline are found in Appendix I.

Implementation Activities

Perception Plus Implementation

Inservice Training--The total elementary staff was trained in use of Perception + kits during a full day of inservice on June 19, 1978. The cost of the training was provided through the NDN state facilitator (RISE). All participants rated this as one of the best inservice days they have had as well as the most useful.

Installation--Perception + materials were purchased for all three elementary schools and were put into classroom use during the 1978-79 school term. The kits are used in kindergarten and first grade. It is

expected that the Clymer Barrett test scores will improve at the end of this school term. The teachers using the kits are very positive about the effects upon students and report improvement in visual/auditory skills.

Reading Coordinator

The school board approved the position of the K-12 district Reading coordinator as requested by the LAT. This is a position that divides the person's responsibilities into 50 percent Reading teacher and 50 percent district coordinator. It will become a full time coordinator position in 1979-80 school term. The LAT coordinator was appointed to the position and has been totally accepted by her former peers. She has the responsibility for managing all of the PSIP implementation activities at School O and the other three schools as well as running the district's Reading program. She has also provided leadership for extension of PSIP process into the middle school Reading program. The middle school is using the PSIP process to install the Pennsylvania Comprehensive Reading Plan (PCRP).

Implementation of SMART

Inservice--A full week of intensive inservice for the LAT occurred July 17-21, 1978. The developer of SMART, Ms. B, presented this training. The week's activities focused upon how to construct and use criterion referenced tests (CRTs), designing a student recordkeeping system, establishing ground rules for testing and the use of the total management system. By the end of this inservice the LAT had developed some CRTs and revised the skills list for students. Plans were made for the LAT

to provide inservice training to the total staff in developing CRTs, etc. during the school term. The student skills tests were mailed to the total staff for reaction/modification.

On October 4, 1978 the LAT coordinator held an after-school meeting of the faculty from the three schools to review the accomplishments of School O in PSIP and to explain the inservice training they would receive in SMART. The staff expressed some concern about their ability to complete these tasks but the LAT coordinator and the LAT, supported by the principal and the assistant superintendent, reassured them on the feasibility of the major activities.

On October 14, 1978 a full day of inservice was held for the faculty from the three schools. The LAT coordinator defined CRTs and explained the total SMART model for the faculty. Ms. B, the SMART developer, was at this session as a resource person for the staff. The LAT coordinator broke the faculty into grade level groups and an LAT person acted as leader for each group. She had provided packets of materials for use in writing CRTs for each group. Ms. B and the LAT coordinator circulated among the groups to provide assistance during the day.

The CRT writing groups met three more times after school hours during the 1978-79 term and completed the CRTs early in April. The CRTs were field-tested and revised late in the 1978-79 school term and the School O adaptation of SMART will be operating in all three elementary schools in the 1979-80 term.

An article in the school district newsletter reported on the implementation of SMART:

Implementation of the management system is the final step in the PSIP process. The major components for implementation require utilization

of the entire elementary teaching staff from time to time and include the following:

- 5.1 Writing a scope and sequence espousing all of the necessary Reading skills to be mastered by each child (K-4).
- 5.2 Compiling a checklist of Reading skills in proper sequence, with the expected level of performance for mastery of each skill. This checklist will follow the child as he or she progresses from grade to grade.
- 5.3 Construction of criterion-referenced tests (CRT) for each skill. (A criterion-reference test is based on a specific objective or skill and relates the results to an absolute standard or level of performance rather than to the scores of others taking the same test. The latter test is norm-referenced.)
- 5.4 Inservicing teachers on the terminology and techniques necessary for constructing and using the scope and sequence, checklists and criterion-referenced tests in their teaching of Reading skills.
- 5.5 Revising the present forms of recordkeeping and pupil progress reporting.

Some advantages of the management system approach to teaching Reading:

1. It deals with what schools are all about--the curriculum.
2. It focuses attention on an area of primary concern nationwide--the teaching of Reading skills.
3. It is geared toward the entire student body (K-4), not just certain segments of the school population.
4. It places emphasis on the inservice training of all elementary teachers. Hence, an increase in the level of staff performance.
5. It provides for articulation and continuity in the Reading curriculum.
6. It provides a model for curriculum design in other curriculum areas.
7. It provides for a measure of accountability on the part of the school, staff and students:
 - 7.1 There is documentation of the curriculum--things are placed in writing.
 - 7.2 The skills checklist necessitates the teaching of every skill in sequence.
 - 7.3 Criterion-referenced tests require mastery of skills before a child moves on.
 - 7.4 The CRT's afford a better means of diagnosing strengths and weaknesses in reading.
8. It is practically 100% staff developed.
9. Pupil Reading progress is consistent; no repetition of material nor coverage of material above the current level of mastery.

10. Pupils are not over-tested. CRT's are given only when the teacher is reasonably sure the skill has been mastered.
11. Incoming children fit easily into the program.
12. Since children must master a skill before moving on, teachers will improve their own teaching techniques and knowledge in an effort to teach more effectively; they will feel more accountable.
13. Teachers have concrete information for parent-teacher conferences, cases of retention, etc.
14. Teachers will group according to skill and will not waste time each fall in grouping or placing children in the proper basals.
15. The system coordinates with any basal Reading system, and can be used with the traditional or liberal, progressive methods of teaching.

Implementation of Special Teacher Inservice at School 0

The special teacher inservice planned as a result of PSIP program analysis took place July 24-28. Dr. Eleanor Ladd from Temple University presented an intensive workshop on Teaching Reading Comprehension. The workshop involved elementary, middle school and high school teachers and was very successful. Dr. Ladd provided demonstrations of teaching techniques and actually taught a group of children to read a passage. The IU videotaped the workshop and it is available for district use. All of the participants received inservice credits toward certification.

Overall evaluation of all of the inservice training provided at School 0 as a result of PSIP participation is found in Appendix J.

General Summary of PSIP Impact at School 0

The impact of PSIP participation at School 0 has three major components. The district now has (1) a Reading coordinator, (2) an articulated K-4 Reading curriculum and (3) a management system that provides adequate student information for effective instructional planning.

The principal at School 0 said "We would never have accomplished this without PSIP. The administration would not have accepted our plan." The LAT coordinator reports that the PSIP process and SMART are being extended into the middle school and the high school.

Mrs. B, the SMART developer, noted that "you (School O) in just four months, have reached the point that it took us three years to get to." This statement supports the effectiveness of the PSIP process in defining a local school problem in a way that allows matching school needs with products/processes available from research and development.

At this point, May 30, 1979, School O has developed and field tested CRTs for their schools. A student checklist and recordkeeping system is available and it is reflected in the CRTs. This management system is site specific and the local school staff has ownership/vested interest in it. The total system will be installed in all three elementary schools in the 1979-80 school term.

The school district has a team of persons (including a principal, an assistant superintendent, a Reading coordinator) trained in the PSIP process of curriculum improvement and plans to use the process to address other areas of the curriculum. In fact, the process is already being used to analyze the middle school Reading program. The Reading coordinator is planning to involve the high school in the process late next school term.

As a result of PSIP, leadership evolved within the LAT. The coordinator developed from a rather insecure Reading teacher into a real leader who is successfully functioning as the district Reading coordinator. This part-time coordinator position will become a full time district-level position in 1979-80 and a new Reading teacher will be hired.

The IU Linker has maintained contact with School O during the implementation phase of PSIP and will be available as a resource person in new adaptations of PSIP. However, the LAT expects to function independently for the most part.

The SAT provided strong leadership for this school during PSIP process primarily because of the change of Linkers midway through the process. School O served primarily as a training experience for the second Linker and she provided supportive rather than leadership/maintenance services.

General Delivery
Effort, PA 18330
717-629-3972

Personal history:

Born in 3/25/49 at East Stroudsburg, PA
Daughter of and the
late
of Effort.

Lived in Effort all my life

Married from
Willkes-Barre, PA in August, 1972.
teaches Business Education at
Pleasant Valley High School

Educational Background

Graduated from Pleasant Valley High School
Brookheads, PA in 1967

B.S. from East Stroudsburg State College
in Secondary English in 1971

M.Ed. as a Reading Specialist from
Lehigh University in 1974

Presently enrolled in Lehigh's Reading
Supervisor program

Career Information

1971-76 Taught 7-8-9-10 English and
Remedial Reading at Pleasant
Valley High School

1976-present Teach remedial and
developmental reading in
John C. Mills School (which is
in the " " district)
to 7th and 8th graders.

Name _____

Address.
(home)

School -
and
address -

Grade 3rd
(presently teaching)

Additional personal information:

I was born and raised in Stroudsburg, Pa. Upon graduating from Stroudsburg High School in June 1964, I entered ESSE in September. In college I majored in Elementary Education and took an area of specialization in English. While in college I met my future husband, who had just returned from Vietnam. We were married August, 1968. and his brother own and operate a dairy farm, selling milk to Lehigh Valley Dairy. The farm is located on Smith Rd. in Polk Township about 3 miles outside of Kresgeville. I did my student teaching in the fall of 1968 and graduated from college in Jan., 1969. The following week I began my teaching career, finishing the school year for a teacher who ^{had} left Chestnut Hill. That was a Kindergarten position. I was more interested in the upper elementary grades and the following fall I began teaching 4th gr. at ^{where} I have been since. When our district ⁱⁿ 1975 reorganized and opened a middle school, I switched to teaching 3rd grade.

Married - Two children (sons - ages 21 + 18)

Graduated high school from Chestnuthill High -
now the Chestnuthill Elementary School.

Graduated East Stroudsburg State College - 1971 - B.S.

Graduated Marywood College, Scranton - 1975 - M.S.

Reading Specialist degree from Marywood - 1976

Taught 2nd grade (4 years)

Taught 5th grade ($\frac{1}{2}$ yr.)

Taught Supplemental Reading ($4\frac{1}{2}$ yrs.)

Teaching Supplemental Reading at present time
Went through 180 hrs. of Right to Read work
shops at I.U. 20.

Name _____

Address
(home)

School _____
and
address

Grade K-4
(presently teaching)

Additional personal information:

College - Moravian - Bethlehem Pa.	B.A. History Secondary Ed. Cert.
Lehigh Univ Bethlehem Pa.	M.A. Elem Ed. Elementary Ed. Cert. Rdy Spec. Cert. Reading Supervisor Cert.

1964-1965 - E.M.R. Tchr - Salisbury Sch Dist

1965-1966 - Teacher
Remedial Rdy - Lehigh Univ Lab Sch.

1966-1967 - Teacher
Title I Remedial Rdy, Northampton
Area Sch Dist

1967-Present - Rdy Supervisor
Elem Prin.

Married - 10 years

2 children - aged 7+8
boys 1

~~50~~ 57

Name _____

Address
(home) _____

School
and
address

Reading Coordinator K-12
Grade Half-time 2-4 Supplemental
(presently teaching) Reading

Additional personal information:

El was born in East Stroudsburg Hospital & lived all my growing years in Kunkletown. El graduated from Pleasant Valley High School in 1968.

El knew before entering college that El wanted to teach. El knew it since my 3rd & 4th grade grammar school experience at Eldred School in Kunkletown. Constance Andrews (also a member of our LAT) was my teacher, those two years. Elt was because of her exemplary teaching and enthusiasm, her caring, that made me decide to also teach.

El graduated from Kutztown State College in 1972 with a B.S. in elementary education and an academic major in art.

El began teaching 2nd grade at Chestnut Hill School in Brodheadsville. Elt was in the spring of 1973 that El married Brian. El continued teaching 2nd grade for 3 years. Then a made a switch to teaching 1st grade. The following year El made

another change when we opened our new middle school. I moved to and took the Remedial Reading position.

I received my Masters and Reading Specialist certificate from Kutztown State College in May 1978.

From September 1978 - May 1978, I participated in the Right to Read program. I received a certificate for completing 180 hours in the program.

Because of our involvement in PSIP, we identified the need for a Reading Supervisor. I am presently working on my supervisor's certificate in reading. I am presently the reading coordinator for our district until I receive my supervisor's certificate.

Between my new job and the varied experiences it presents, ~~and~~ my pursuit of tennis, my husband, ~~and~~ my dog and running my home (not presented in the correct order of importance), I really have little time for relaxing. But, I really wouldn't change anything or have my life any other way.

Name _____

Address
(home)

School
and
address

Grade Kindergarten
(presently teaching)

Additional personal information:

I'm 27 years old, married for 4 yrs., and currently looking for a home. I did my undergraduate work at West Chester State College and graduated with honors in 1974. In December, 1978, I received my M.Ed. from East Stroudsburg State. I have been teaching 5 yrs. as a Kindergarten Teacher in the _____ School District at the _____ School. Teaching has also been my goal in life and I enjoy working with the "little ones".

During my college years, I was Vice President of the Alpha Sigma Tau Sorority and involved in the Women's Resident Government Council and the Big-Little Sister Committee. My summers then consisted of working as a waitress at Caesar's Diner, Wind Gap, Pa. I enjoyed this because I had a chance to meet a lot of nice (and not so nice, and interesting people. One of the most interesting topics was my name _____ and how I received it. (I was

Supposed to be a boy - named after my grandfather Stephen - what A surprise when I was born (my father delivered me. 'At home'). I just wanted to get into this world as soon as possible!

I enjoy various sports - tennis, hockey and recently my husband ^(Phil) & I started skiing - which is a fun sport especially being located in the Poconos. We've travelled since we've been married to Vermont to ski, Bermuda on our honeymoon and Florida - one Easter Vacation. I've travel the EAST COAST of U.S. with my parents when I was younger and learned and enjoyed ^{visiting the} many interesting sites.

I also have one sister, Beverly, who is 8 yrs. older than I am and she is a Guidance Counselor in the Toms River School System, New Jersey. We both adore Siamese cats and each have ~~a~~ plus she has an alley (tom) cat also.

Well, now that you have fallen asleep by now..... I'll close.

Good Luck!

May 21, 1979

Name _____

Address
(home)

School
and
address

Grade 1
(presently teaching)

Additional personal information:

High School - Easton Area High Sch, Easton, PA

College - ^{M¹⁵} B.A. major in sociology & Elem. Ed.
Cedar Crest College, Allentown, PA

4 years teaching Gr. 1 at _____

Outside Interests:

tennis; skiing; play piano + organ at church

Name _____

Address.
(home)

School
and
address:

Grade Asst Elementary Principal
(presently teaching)

Additional personal information:

Educational Background

1. Freeport Area High School, Freeport, Pa. 1965
Academic
2. Penn State University, University Park, Pa. B.S. - 3/72
3. Penn State University, U.P., Pa. M.Ed. - 8/77
(45 ~~grad~~ grad. credits)

Working Information

1. State College Area School District - 9/72 - 6/78
byrs. - Sixth grade teacher
4 yrs. - Team Leader
2. Asst. Principal -
7/78 - present

Family information:

1. Married - Margaret (spouse) (6 yrs.)
2. Two children (both girls)
Aprille Marie 3 1/2 yrs.
Meredith Colleen 1 yr.

Name _____

Address
(home) _____

School
and
address _____

Grade 4
(presently teaching)

Additional personal information:

Started college ^(ESSC) at age 45, graduated at 50 started teaching in Wavereth district in fourth grade. Was forced to resign after one year because of an ear operation. Stayed home one year, substituted one year in then accepted a position in first grade. Taught first grade for four years then switched to fourth grade which I am teaching now. (4 yrs.)

I was born and reared in Jersey City, N.J. in a poor immigrant neighborhood where my parents settled after having landed on Ellis Island from what was Austro-Hungary before 24.24.I. (now Czechoslovakia). I am of Slovak extraction and obviously first generation American. My father calls me "Child of the depression" because I had graduated from high school in 1936 and had to work as a waitress because there were no office jobs available for which I had been trained - Commercial course). At that, I was lucky because only about six other children on our street completed high school.

I was married in 1940, my husband was drafted during the war (served three years) and I worked in a defense plant (accounting). Westinghouse, Jersey City. After the war I continued to work for various firms then, finally, after fifteen years

of marriage had my one and only child, a son.

Rearing my son turned out to be the happiest and most gratifying experience of my life. When he was ten I decided to check out my roots in Czechoslovakia and took Bill with me for the summer of 1966. My husband could not get time off to go with us.

The trip to Czechoslovakia was a revelation as I was able to observe how the communist system works (or does not work). It was a happy experience meeting all my relatives, but also sad to see how regimented their lives are. That summer we also visited a cousin in Rome who had defected and was studying to become a priest. He had been a professor at a University in eastern Czechoslovakia and when he accompanied a busload of students to Germany for a week and when it was time to return to Czechoslovakia, he did not return to the bus. He went to a refugee camp and asked for asylum. He is now a priest in Austria.

Traveling is a very enjoyable pursuit of mine and I have been able to visit Canada, ^{Massachusetts} England, Belgium, N. Germany, France, Switzerland and Spain. I have not had much time for hobbies, but do love to read, attend auctions, ^{collect antique items} and listen to rock music. I love to dance, but now that I am separated from my husband there is not much opportunity to pursue that interest. My favorite authors are Dickens, Mark Twain and Hemingway. Favorite columnists, Jimmy Breslin, Nicholas Von Hoffman, Emma Bonbeck.

I don't know if I have written what you wanted - perhaps you wanted more info. regarding my teaching career. I enjoy teaching simply because I love children; however, there are two great frustrations which, apparently cannot be changed - overcrowded classrooms and ^{some} emotionally disturbed children who disrupt the classrooms. This situation remains constant every year and keeps teachers in a more or less

Well, you asked for it — so here goes — probably more than for which you bargained — (don't end a sentence with a preposition).

I was born the the oldest of four — 2 brothers & a sister. Being the oldest has advantages as well as disadvantages — but I'll not go into that.

My childhood was a happy one — we had no radio or television to distract us, stifle us, or hamper us in any way whatsoever! So we depended on our ingenuity and creativeness to provide learning and entertainment. Little plays were created for the audience of neighborhood kids. Our favorite plays were ghost stories. We whipped up costumes from old potato sacks and paper bags. A beautiful draw curtain was made from newspapers. These were not Broadway productions, but the work and excitement was equal to them.

We roamed the hills, the woods, fields and streams nearby. We were perfectly safe in those days — no weirds lurking about. Hoboes would spend a night in the barn and be off early the next morning.

The years passed and I attended high school ten miles away traveling there and back by train. The clickety-clack of the track was a soothing sound and I loved the long draw-out toot as we came in sight of the stations.

Next was college at East Stroudsburg where I enjoyed two years as a dormitory student. I began teaching after these two years in a one room country school. I'll never forget those years! Long bench up front for classes, big fat pot-bellied stove in the middle of the room around which we huddled on cold winter days. Water had to be fetched every morning from the nearest farm house. The kids loved to go - they got out of classes sometimes.

Sometimes you had all eight grades! Some grades might have only one or two pupils so a teacher learned to group and the little ones learned from the older kids. There were hardly any visitors. The county superintendent might drop in once or twice a year. But we did put on Christmas programs and the building was packed to the gills with parents and friends. Our music was a cappella and if at times we were out of tune you'd never have known by our faces.

I got married and began a family. Also I went back to college,

usually two summers out of every three working for my B.S. and permanent certificate.

I have three children - one girl, two boys and two grandchildren who are pretty smart kids - not bragging, just stating a fact!

My daughter was art supervisor and teacher for a year - quit and went into advertising for a number of years. Now she's into building planning and interior decorating and is kept busy flying to London, Paris, and Brussels.

And I always thought I'd be the one to travel! But I'm happy with my husband, my home, and my dogs. Dogs! I've got an English bull, named Mac, of course, who I really love! My husband says he's not sure whether he or the dog comes first. I tell him, it's pretty close!

I enjoy teaching and wanted mostly to be a teacher from as far back as I can remember. My father was a teacher and so was ~~my~~ aunt who greatly influenced me in this direction.

I also enjoy reading, bowling, swimming, cooking (especially eating) and also being just plain lazy! Someday I'll take up painting - I won't be a Grandma Moses but I am a Grandma

ELEMENTARY SCHOOLS

AUG 24 1977

August 23, 1977

Dr. Jay Smink - P.S.I.P.
c/o Office of Planning & Evaluation
Pennsylvania Department of Education
Box 911
Harrisburg, Pa. 17126

Dear Dr. Smink:

The Elementary School of the _____ School District has been an active participant in the Pennsylvania School Improvement Program since October, 1976. The program has been concerned with helping our teaching staff to improve the teaching of reading.

The purpose of this letter is to express my deep personal satisfaction with this program. Three aspects of this program merit some words. First, the overall organization of P.S.I.P. has been excellent. P.D.E., I.U. and agency personnel have provided fine structure to the work sessions from needs assessment through our introduction to the selection process. Second, the recognition of the S.A.T. for the role of the L.A.T. in the decision making process has been most noteworthy. Perceiving the need for grass roots involvement of staff members in the selection of R. and D. outcomes (processes or products), the S.A.T. has structured an atmosphere of open ended discussion. Most important, they have insisted on staff making the decisions at all worksessions, as staff will have to live with such decisions. As an administrator, I highly commend the S.A.T. for their perceptiveness herein. And third, the recognition of the S.A.T. for policies in operation in our district that effect our session to session work has been appreciated by our district.

The P.S.I.P. model for improving our schools' curriculum has been exemplary. We look forward to our continued involvement in this program.

Respectfully,

Elementary Principal

HLB:ds
cc

SCHOOL DISTRICT

August 25, 1978

Dr. H. Ronald Huber
Executive Director
Colonial Northampton Intermediate Unit
Number 20
299 Industrial Park Road
P.O. Box 179
Nazareth, PA 18064

Dear Dr. Huber:

I take this opportunity to thank you and your staff for the outstanding assistance given the School District over the past two years. We are extremely proud of the progress we have made in our educational program and we know that many of our accomplishments were possible only with the assistance of the Intermediate Unit. The long-range plan, programs for the EMR and gifted, compliance with Section 504, the right to read workshop, and other in-service programs are all cases in point.

Of special significance to us is the Pennsylvania School Improvement Program which is providing a model for assessment and change in all curricular areas district-wide. We are pleased with the effect PSIP has had in generating an interest among the total staff for becoming involved with curriculum. Our teachers who participated in the reading workshop conducted by Dr. Eleanor Ladd this summer unhesitatingly consider it one of their most meaningful educational experiences and look forward to similar opportunities in the future. It was an outstanding workshop.

We are grateful for the expertise of people such as Dr. Vincent D. Yuskiewicz who has worked so diligently and cooperatively with us through the LRP and PSIP, and Cindy McKeever who has served as the I.U. Linker in the PSIP. They have had to deal with people of varied backgrounds and interests with respect to the PSIP. In so doing, the road became rather rough at times. But they were always equal to the situation and able to smooth the bumps.

Dr. H. Ronald Huber
Page Two
August 25, 1978

Again, we appreciate the myriad of services provided for our students and personnel by you and your staff over the past two years and look forward to working with you in their continuation in the future. I am attaching copies of two newspaper articles which substantiate the contents of this letter.

Sincerely yours,

Administrative Assistant
Curriculum and Instruction

CHA:dm1

Enclosures

cc Dr. Vincent D. Yuskiewicz
Cindy McKeever✓

I. U. NUMBER 20

RECEIVED
AUG 28 1978
INITIALS: <u>am</u>
TO: <u>cm</u>

High marks to reading seminar

teachers pass teacher

School District teachers last week sweated through a week-long inservice program under the tutelage of Dr. Eleanor Ladd, a nationally-known reading specialist.

The teachers worked hard, earning three graduate-level credits in five days, but all said the experience of working under Dr. Ladd was worth the time and effort.

Ladd explained to the teachers her methods for teaching reading to students who have trouble getting started.

Basically, she said, the method combines ways to make learning and reading close to the children's common experience and ways to simplify the material the children are covering.

Ladd explained the method itself is nothing new. It is

based on well-known laws of learning, like repetition, application and reinforcement.

The teachers also said what Ladd presented to them was not startling nor innovative.

It was simply good, better than any teaching they've seen.

Ladd used the same methods to teach the teachers as she recommended to them. She reinforced what she explained through lecture by conducting three demonstrations with children. She had never met any of them, yet the teachers said the demonstrations were invaluable.

Ladd's final demonstration was videotaped by Colonial-Northampton Intermediate Unit 20 to show to teachers throughout the area.

The entire inservice was

made available to through IU 20's Pennsylvania School Improvement Program. The state, not the district, paid for the program.

Ladd was almost as impressed with as the teachers were with her. She said in all the inservice programs she has conducted throughout the country, she has not had as good a set of papers as those handed into her by the teachers.

She added the leadership of the district is, in her opinion, good and strong and quite

capable of making sensible choices. "The leadership has not been fooled by people selling programs," she said.

In other districts, she said, she's seen the most "indefensible" choices of textbooks and programs made by administrators who don't demonstrate the common sense she's seen at

Ladd teaches on a regular basis at Temple University. She has just returned from teaching graduate courses in summer programs at universities in Florida.

Orange fair to open

MIDDLETOWN, N.Y. — The 138th Orange County Fair will be held from July 28 to Aug. 5 at the fairgrounds in Middletown, N.Y.

Gates will open daily at 10

a.m. The fair will include agricultural and educational exhibits, a national registered horse show, rides, live shows and a demolition derby, among other attractions.

named model Pa. district

— The

was named as Pennsylvania's model district for curriculum improvement programs by the state department of education at the National Dissemination Forum held August 14-16. John Nye, superintendent, announced Friday.

Nye received word of the district's designation as model district Friday morning from Dr. Vincent D. Yuskiewicz of Colonial Northampton Intermediate Unit 20.

According to a booklet prepared by the state for national distribution and entitled "The Story," the district earned its distinction because of its success with the department of education's experimental Pennsylvania School Improvement Program (PSIP).

The PSIP's were proposed in 1976 to be tried in two IU's and five schools within each IU. IU 20 was one of the IU's selected, and the School in the district was assigned a PSIP in reading.

A local action team was formed at the School. It was made up of teachers, administrators, I.U. advisors and PSIP personnel. Its purpose was to find out where the district was lacking in its reading program and what could be done to make improvements.

The procedure was followed during the 1977-78 school year. In April, the school board agreed to making materials purchases, hiring additional staff including a reading coordinator, and planning inservice programs, some of which have been held this summer.

The materials and personnel will go to work in September. By 1979, the state department says, an evaluation of the success of the PSIP can be made.

is considered a model school largely because of the enthusiasm and dedication of the faculty involved, Nye said. Comments from state commissioner of education Frank S. Manchester and Jay Smink, PSIP director, support Nye's opinion.

The state department of education has designated 15 "milestones" of the actions and products for success of the PSIP. based on the

*Sam Rind
8/17/78*

APPENDIX B

School O General Needs Statement

Who is affected?

All of the students, K-4, are affected by the problem areas in reading at the Elementary School. The teachers are also affected.

What kind of need is it?

There is no sequential developmental scope and sequence for the reading program available to the teachers. There is no record-keeping procedure available that provides teachers with an accurate profile of student progress. There is a lack of supplementary materials and too much dependence upon basal series. A need exists to integrate teaching of reading in the content areas. There is a lack of student diagnostic information available to the teachers. It is difficult to match instruction to student needs.

What are the goals for improvement?

A sequential scope and sequence should be developed to provide for a systematic student transition from grade to grade. Supplementary materials should be provided to meet the wide range of individual differences in the students. A student recordkeeping system should be developed for monitoring progress and planning instruction. Student data should be provided to the teacher for use in diagnosis. Teachers should be trained in the use of such a system.

Discrepancy Chart For School 0

Kindergarten

tent Area and dent Behaviors	Measures of Student Behaviors	Desired Standard	Current Standard	Discrepancy
Vocabulary A. Word Recognition 1. Recognizes & writes own name. 2. Names & matches upper & lower case letters.	A. T.O. and appropriate worksheet. Clymer-Darrett Pre-Reading Test Battery Form A.	A. 75% will score in Stanines 7-9 and 20% will score in Stanines 5 & 6 of visual discrimination in Clymer-Barrett.	A. 57% scored in Stanines 7-9 and 39% scored in Stanines 5 & 6 of the visual discrimination in the Clymer-Barrett.	Stanines 7-9 (-) 18%. Stanines 5&6 (+) 19%.
Perceptive Skills A. Auditory 1. Reproduces pronounced two & three syllable words. 2. Hears differences in words, word length, initial & final consonants, & rhyming words.	A. Clymer-Barrett T.O. worksheets.	A. 75% will score in Stanines 6-9 & 20% will score in Stanine 4 & 5 of auditory discrimination tests of the Clymer-Barrett.	A. 63% scored in the 6-9 Stanines & 23% scored in the 4 & 5 Stanines on the auditory discrimination tests of the Clymer-Barrett	Stanines 6-9 (-) 12%. Stanines 4&5 (+) 3%.

Area and Behaviors	Measures of Student Behaviors	Desired Standard	Current Standard	Discrepancy
3. Visual 1. Sees likenesses & differences on: color, shapes, designs, directionality, size, letters, words. 2. Visualizes parts to whole.	B. Clymer-Barrett T.O. worksheets.	B. 65% will score in Stanines 6-9 & 30% will score in Stanines 4 & 5 of visual motor tests of the Clymer-Barrett.	B. 24% scored in the 6-9 Stanines & 41% scored in the 4 & 5 Stanines of the visual motor test of the Clymer-Barrett.	Stanines 6-9 (-) 41%. Stanines 4&5 (+) 11%.

Content Area and Student Behaviors	Measures of Student Behaviors	Desired Standard	Current Standard	Discrepancy
Vocabulary A. Recognition of words with upper & lower case letters at beginning. B. Knows names of letters in sequence. C. Recognizes words visually found in primers & pre-primers.	A. Ginn Mastery Tests Levels 5,4,3,2 B. Gates-MacGinitie C. T.O.	A. 70% will obtain a score of R on Ginn Mastery thru Level 5 and successfully master T.O. sheets. 20% will score R thru Level 4 and successfully master T.O. sheets. B. 65% will obtain a grade equivalent of 1.9 on the vocabulary of the Gates-MacGinitie.	A. 74% obtained a score of R on the Ginn Mastery thru Level 5. 21% obtained a score of R on Ginn Mastery thru Level 4. B. 73% obtained a score of 1.9 on the vocabulary section of Gates-MacGinitie.	Thru Level 5 (+) 4% ✓ Thru Level 4 (+) 1% — Gates-MacGinitie (+) 8% ✓
Word Analysis A. Associates consonant sounds with the letters.	A. Ginn Mastery Test Levels 4,3.	A. 70% of the students will score R on Ginn Mastery thru Level 5. 20% of the students will score R on Ginn Mastery Level 4.	A. 62% scored R on the appropriate section thru Level 5 of Ginn Mastery. 26% scored R on appropriate section thru Level 4 of Ginn Mastery	Thru Level 5 (-) 18% ✓ Thru Level 4 (+) 6% —

Content Area and Content Behaviors	Measures of Student Behaviors	Desired Standard	Current Standard	Discrepancy
B. Name letters of consonant sounds heard in initial, final, and medial position.	B. CTBS.	B. 60% of students will score above 50th percentile on the Letter Sounds CTBS. 30% of students will score between 25th and 50th percentile on the Letter Sounds of CTBS.	B. 61% obtained a score above the 50th percentile on the Letter Sounds of CTBS. 28% obtained a score between 25th and 50th percentile on the Letter Sounds of the CTBS.	Above 50th percentile (+) 1% Between 25th & 50th percentile (-) 2%.
Comprehension				
A. Understands that printed symbols represent objects or actions.	A. Ginn Mastery Tests Levels 5,4.	A. 70% of students will score R on Ginn Mastery thru Level 5. 20% of students will score R on Ginn Mastery thru Level 4.	A. 27% scored R on Ginn Mastery thru Level 5. 34% scored R on Ginn Mastery thru Level 4.	Thru Level 5 (-) 43%. Thru Level 4 (+) 14%.
B. Remembers a series of oral directions.	B. Gates-MacGinitie.	B. 65% of the students will obtain 1.9 grade level or above on the Gates-MacGinitie.	B. 58% obtained a 1.9 or above on the comprehension section of the Gates-MacGinitie.	Gates-MacGinitie (-) 7%.
C. Can draw conclusions from given facts.	C. CTBS.	C. 70% of the students will score above the 50th percentile on the CTBS. 20% of the students will score between the 25th and 50th percentile.	C. 66% obtained a score above the 50th percentile. 20% obtained a score between the 25th & 50th percentile on the CTBS.	Above 50th percentile (-) 4% Between 25th & 50th percent- ile 0%.

Content Area and Student Behaviors	Measures of Student Behaviors	Desired Standard	Current Standard	Discrepancy
Vocabulary				
A. Word Recognition. Student recognizes 220 Dolch Basic Sight Words & the Basal Reader Sight Words.	A. Ginn Mastery Levels 7,6.	A. 70% will obtain a score of R on the Ginn Mastery thru Level 7 and successfully master T.O. sheets. 15% will score R thru Level 6 and successfully master T.O. sheets.	A. 46% obtained a score of R on the Ginn Mastery thru Level 7 and successfully mastered the T.O. sheets. 29% obtained a score of R thru Level 6 on the Ginn Mastery & successfully mastered the T.O. sheets.	Thru Level 7 (-) 24%. Thru Level 6 (+) 14%.
B. Word Meaning Recognizes multiple meanings.	B. Gates-MacGinitie.	B. 70% will obtain a score of 2.9 on the vocabulary section of the Gates MacGinitie.	B. 69% obtained a score of 2.9 or above on the Gates MacGinitie.	— 1%
C. Word Meaning Knows meanings of synonyms, antonyms & homonyms.	C. CTBS.	C. 60% will obtain a score above the 50th percentile on the CTBS. 30% will obtain a score between the 25th & 50th of the CTBS.	C. 57% obtained a score above the 50th percentile on the CTBS. 28% obtained a score between the 25th & 50th of the CTBS.	Above the 50th percentile (-) 3%. Between 25th & 50th percentile (-) 2%.
Word Analysis				
A. Knows 3 letter initial blends	A. Ginn Mastery Tests Levels 7,6,5.	A. 70% will obtain a score of R on the Ginn Mastery Test & successfully master T.O. sheets. 15% will score R on Ginn Mastery thru Level 6 & successfully master T.O. sheets.	A. 42% obtained a score of R on Ginn Mastery Test thru Level 7. 32% obtained a score of R on the Ginn Mastery Test thru Level 6.	Thru Level 7 (-) 28%. Thru Level 6 (+) 17%.

ent Area and ent Behaviors	Measures of Student Behaviors	Desired Standard	Current Standard	Discrepancy
Comprehension				
A. Can draw conclusions.	A. Ginn Mastery Tests.	A. 60% will obtain a score of R on the Ginn Mastery Test thru Level 7. 15% will obtain a score of R on the Ginn Mastery Test thru Level 6.	A. 47% obtained a score of R on the Ginn Mastery Test thru Level 7. 32% obtained a score of R on the Ginn Mastery Test thru Level 6.	Thru Level 7 (-) 13%. Thru Level 6 (+) 17%.
E Can predict behaviors	B. Gates MacGinitie.	B. 55% will obtain a score of 2.9 or above on the Gates MacGinitie.	B. 59% obtained a score of 2.9 or above on the Gates MacGinitie.	Gates MacGinitie (+) 4%.
C. Can find proof	C. CTBS.	C. 60% will score above the 50th percentile on the CTBS. 30% will score between the 25th & 50th per- centile on the CTBS.	C. 58% scored above the 50th percentile on the CTBS. 28% scored between the 25th & 50th percentile on the CTBS.	Above 50th percentile (-) 2 Between 25th & 50th per- centile (-) 2% +

Int Area and Int Behaviors	Measures of Student Behaviors	Desired Standard	Current Standard	Discrepancy
Vocabulary				
1. Word Recognition Student recognizes the words of the third grade basal	A. Ginn Mastery Levels 9,8,7.	A. 70% will obtain a score of R on the Ginn Mastery Test thru Level 9. 20% will score R thru Level 8 on the Ginn Mastery Test.	A. 35% scored R on the Ginn Mastery Test thru Level 9. 39% scored R on the Ginn Mastery Test thru Level 8.	Thru Level 9 (-) 35%. Thru Level 8 (+) 19%.
3. Word Meaning The student comprehends & uses correctly 1. function words 2. direction words 3. action words 4. career words 5. color words 6. metric words 7. curriculum words 8. form of address	B. Gates MacGinitie	B. 50% of the students will score 3.9 or above on the Gates MacGinitie.	B. 57% of the students obtained a score of 3.9 or above on the Gates MacGinitie.	Gates MacGinitie (+) 7%.
	C. CTBS.	C. 60% of the students will score above the 50th percentile on the CTBS. 30% of the students will score between the 25th & 50th percentile on the CTBS.	C. 45% of the students scored above the 50th percentile on the CTBS. 31% of the students scored between the 25th & 50th percentile on the CTBS.	Above the 50th percentile (-) 15%. Between the 25th & 50th percentile (+) 1%.

Content Area and Content Behaviors	Measures of Student Behaviors	Desired Standard	Current Standard	Discrepancy
Word Analysis	A. Ginn Mastery Levels 9,8,7.	A. 60% of students will score R on Ginn Mastery Test thru Level 9. 20% of students will score R on Ginn Mastery Test thru Level 8.	A. 26% of students scored R thru Level 9 on the ~~Gates Mac-~~ ~~Ginitie~~ . 33% of students scored R thru Level 8 on the ~~Gates MacGinitie~~ . <i>Ginn</i>	Thru Level 9 (-) 34%. Thru Level 8 (+) 13%. —
Comprehension	A. Ginn Mastery Levels 9,8,7.	A. 60% of the students will score R on the Ginn Mastery Tests thru Level 9. 20% of the students will score R on the Ginn Mastery Tests thru Level 8.	A. 11% scored R on the Ginn Mastery thru Level 9. 43% scored R on the Ginn Mastery thru Level 8.	Thru Level 9 (-) 49%. Thru Level 8 (+) 23%. —

Area and Behaviors	Measures of Student Behaviors	Desired Standard	Current Standard	Discrepancy
Can read for a definite purpose	B. Gates MacGinitie.	B. 50% of students will score 3.9 or above on the Gates MacGinitie.	B. 46% of students scored 3.9 or above on the Gates MacGinitie.	Gates MacGinitie (-) 4%.
Can use an index	C. CTBS	C. 60% of the students will score above the 50th percentile on the CTBS. 30% of the students will score between the 25th & 50th percentile on the CTBS.	C. 35% of the students scored above the 50th percentile on the CTBS. 33% of the students scored between the 25th and 50th percentile.	Above the 50th percentile (-) 25%. Between the 25th & 50th percentile (+) 3%.

Discrepancy Chart For School 0

Grade 4

Content Area and Student Behaviors	Measures of Student Behaviors	Desired Standard	Current Standard	Discrepancy
Vocabulary				
A. Word Recognition 1. Knows basic words of basal readers 2. Knows new words in content areas	A. Ginn Mastery Test (Level 10) 720. Ginn Mastery Test. (Level 10) 360. Ginn Mastery Test (Level 9).	A. 60% will obtain a score of R on the Ginn Mastery Tests thru Level 10 and successfully master T.O. sheets of Ginn 360 and/or Ginn 720. 30% will obtain a score of R on the Ginn Mastery Tests thru Level 9 and successfully master the T.O. sheets.	A. 43% obtained a score of R on the Ginn Mastery Tests thru Level 10. 19% obtained a score of R on the Ginn Mastery Tests thru Level 9.	Thru Level 10 (-) 17%. Thru Level 9 (-) 11%. +
B. Word Meaning 1. Develops ability in getting meaning from context 2. Uses new words in sentences to show meaning 3. Knows punctuation skills of higher level	B. Gates MacGinitie.	B. 50% of the students will score 4.9 or above on the Gates MacGinitie.	B. 66% of the students scored 4.9 or above on the Gates MacGinitie.	Gates MacGinitie (+) 16%.

Content Area and Learning Behaviors	Measures of Student Behaviors	Desired Standard	Current Standard	Discrepancy
Word Analysis				
Structural Analysis 1. Knows and applies higher level rules for syllables. 2. Knows accent rules. 3. Knows and understands a greater number of suffixes and prefixes.	A. Ginn Mastery Test (Level 10) 720. Ginn Mastery Test (Level 10) 360. Ginn Mastery Test (Level 9).	A. 60% will obtain a score of R on the Ginn Mastery Test thru Level 10. 20% will obtain a score of R on the Ginn Mastery Test thru Level 9.	A. 22% obtained a score of R on the Ginn Mastery Test thru Level 10. 24% obtained a score of R on the Ginn Mastery Test thru Level 9.	Thru Level 10 (-) 38%. Thru Level 9 (+) 4%.
Comprehension				
Finding the Main Idea 1. Can select facts to remember	A-1. Ginn Mastery Test (Level 10) 720. Ginn Mastery Test (Level 10) 360. Ginn Mastery Test (Level 9).	A-1. 60% of the students will score R on the Ginn Mastery Test thru Level 10 of Ginn 360 and/or 720. 20% of the students will score R on the Ginn Mastery Test thru Level 9.	A-1. 14% scored R on the Ginn Mastery Test thru Level 10. 38% scored R on the Ginn Mastery Test thru Level 9.	Thru Level 10 (-) 46%. Thru Level 9 (+) 18%.

tent Area and dent Behaviors	Measures of Student Behaviors	Desired Standard	Current Standard	Discrepancy
2. Can select facts to support main idea 3. Can use study guide, charts, outlines, & map skills 4. Can verify answers 5. Can arrange idea in sequence	A-2. Gates MacGinitie.	A-2. 50% of the students will score 4.9 or above on Gates MacGinitie.	A-2. 70% scored 4.9 or above on the Gates MacGinitie.	Gates MacGinitie (+) 20%.

APPENDIX D

School O Review of Variables for Program Analysis

PSIP 1978

1. Time

Time refers to the total time made available for instruction in all subject-matter areas, the time available for reading (math) instruction and the time students spend attending to the instruction provided.

2. Criterion-Relevant Instruction

Criterion-Relevant Instruction refers to the amount of overlap between measures of student achievement and the instruction provided. That is, to what extent are students taught the material on which they are tested?

3. Curriculum Motivators

Curriculum Motivators refers to aspects of the curriculum that support and encourage student learning. These aspects include interest, variety and speed of feedback on performance.

4. Interpersonal Motivators

Interpersonal Motivators refers to those aspects of teaching behavior (other than explicit instruction) that support and encourage student learning. These aspects include the extent to which the teacher promotes peer tutoring and student self-management, uses verbal and nonverbal reinforcement and is aware of and sensitive to student interests and needs.

5. Instructional Objectives

Instructional Objectives refers to the specificity and clarity of the goals of instruction, the degree to which curriculum materials match the objectives and the frequency with which new objectives are presented.

6. Matching

Matching refers to the procedures used to assign students to specific curriculum materials, the ease and frequency with which students and materials are matched and the extent to which students are assigned to materials suited to their abilities and needs.

7. Grouping

Grouping refers to the number and size of groups in which students receive instruction and the frequency with which regrouping occurs.

8. Sequencing and Pacing

Sequencing refers to the clarity of the sequence of instruction and the ease with which the sequence can be modified when necessary. Pacing refers to the extent to which students progress through the sequence at an appropriate pace.

9. Instructional Interactions

Instructional Interactions refers to the extent to which the teacher and students interact on matters directly related to reading (math) instruction, the number of students with whom the teacher generally interacts and the degree to which students participate in interactions with the teacher that concern instructional matters.

10. Classroom Management

Classroom Management refers to certain aspects of the organization of the classroom environment and the people in it. These aspects include control of disruptive student behavior, organization of materials and equipment and scheduling of staff activities.

11. Teacher Perceptions

Teacher Perceptions refers to the attitudes of teachers concerning the relative importance of different goals of schooling, the roles or means that should be used to achieve these goals and the competencies and skills needed to help students reach these goals.

12. Administrator Perceptions

Administrator Perceptions refers to the attitudes concerning the relative importance of different goals of schooling, the roles or means that should be used to achieve these goals and the competencies and skills needed to help students reach these goals.

13. Instructional Integration

Instructional Integration refers to the extent to which Reading (Math) instruction reinforces and builds on previous instruction, relates to ongoing instructional activities in other subject-matter areas and prepares students for instruction in later grades.

**NEEDS ANALYSIS SUMMARY CHART
ELEMENTARY SCHOOL**

APPENDIX D

GENERAL NEEDS STATEMENT	PULSE	STUDENT NEEDS	PROGRAM NEEDS
Scope and sequence of reading skills should be made available to classroom teacher.	Desire for scope and sequence.	A scope and sequence of skills must be developed for each grade level to provide accurate remedial and individualized instruction.	Need overall articulated plan for reading curriculum K-4 with clearly stated student objectives.
Multi-media approach is needed		Multi-media approach to teaching reading is needed to help strengthen need areas.	Materials are needed to provide variety, for enrichment/remediation. Testing for instructional placement is needed.
Too much dependence upon basal.	Lack of supplementary material.	Reading resource room.	A variety of materials is needed to supplement the basal series.
Utilization of various approaches to teaching different skills.		To coordinate teaching methods, in-service sessions should be provided to instruct teachers to utilize different modes or methods of instruction.	In-service in a variety of teaching strategies is needed.
More diagnostic testing in order to assess a child's competency.	Diagnostic methods needed.	Individualized diagnostic prescriptive teaching techniques.	Diagnostic testing procedures are needed across grade levels. Student profiles are needed and a student recordkeeping system for use in planning instruction.
No records kept.	Desire for management system.	Coordination of reading program, reading coordinator.	Student recordkeeping system is needed that will be practical informative, easy to use. service in watching students and materials for sequence and pacing is needed.

APPENDIX E

Z. Stank
8/24/77

SUMMARY OF LOCAL ACTION TEAM'S FINDINGS

The Elementary School has been working with the Pennsylvania School Improvement Program for over eight months. During this time, the Local Action Team (LAT) from analyzed the total Reading program and also examined current student scores on several Reading tests.

The LAT set realistic standards for the Reading achievement levels expected of Elementary students based on student ability. The actual Reading levels of the students were then compared with these expected levels to determine what proportion of students were not meeting their expected levels of achievement. Table A shows the end result of the student discrepancy analysis. A detailed statement of student needs was developed from this analysis by the LAT. A copy of this statement is attached.

The program analysis information was collected using teacher and student interviews, parent questionnaires and student questionnaires. After the data from these questionnaires and interviews were analyzed the LAT summarized the program needs, the student needs, the general needs statement from the LAT and pulse visit impressions to identify needs that occurred in all data sources. This summary is found in the Elementary chart attachment.

TABLE A
Elementary School
Discrepancy Analysis Summary

Skill Areas and Tests Used to Measure Them	Percentage of Students <u>not</u> Achieving at Their Expected Levels				
	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
I. Vocabulary					
1. Ginn Tests	---	1%	38%	54%	17%
2. Gates MacGinitie	---	0%	1%	0%	0%
3. CTBS	---	0%	3%	16%	---
4. Clymer Barrett	37%	---	---	---	---
II. Perception Skills Clymer Barrett					
a. Visual	52%				
b. Auditory	15%				
III. Word Analysis					
1. Ginn Tests		24%	45%	47%	42%
2. CTBS		0%	---	---	---
IV. Comprehension					
1. Ginn Tests		57%	30%	72%	64%
2. Gates MacGinitie		7%	0%	4%	0%
3. CTBS		4%	2%	28%	---

SMART

READING PROGRAM

The School District's reading program has received its exemplary citation as a result of the cooperation of all the reading teachers and the administrators, who provided time, materials and encouragement. As a result of this combined effort, 14 levels of skills and 223 accompanying criterion tests were constructed. Our goal was to measure reading skills in a more general way than the miniscule subskill of the commercial management systems. Many times these detailed miniscule systems provide teachers with unreliable data and diagnostic misinformation.

In 1974, during the first year of development, three one-half day in-service meetings were conducted. During this period a reading committee (which consisted of the reading supervisor and a representative from each grade level, K through 8) was formed. Under the supervisor's direction the committee established a list of reading skills, or competencies, for each of the 14 levels of instruction/pre-reading through ninth grade. Sundry skills lists and basal scope and sequence charts were used as a guide for the creation of the South Middleton School District Competency Selection. Each list was divided into four parts: Word Recognition, Comprehension, Study Skills and Literature. The reading supervisor then compiled and redefined the skills lists.

Throughout the development procedure many of the teachers asked such questions as, "What is this skill?", "How important is it?", "How do we teach it?". Some extremely lively debates and discussions evolved with learning about the reading process taking place. At the end of the year, the teachers and reading staff had the desired continuum of skills.

In the second year of development, 1975, the teachers were divided into grade level groups and met for approximately 18, one-hour sessions to construct criterion tests with which to measure student proficiency of the selection skills. Worksheets, workbook pages, teacher-prepared tests, and commercially-prepared tests were used to help in the construction of the tests. Again, sincere questions were asked which resulted in more learning taking place. Not only was knowledge gained as to how to measure skills, but how to assess them from multi-perceptual, multi-level and practical vantage points.

At the close of the second year, the tests were constructed, and about one-third of them were typed, mimeographed and returned to the teachers for use by the children. An individual skill sheet on which a student's proficiency in tested skills could be recorded was initiated by each teacher.

In the third year of development, all the tests were reevaluated and revised by the teachers and were proofread by the reading supervisor. Each Monday the hour from 3:00 to 4:00 was established for a reading workshop. This year all tests have been completed, typed, distributed and used by the teachers.

SMART (Continued)

It has taken four years to develop this program. It might have been easier to buy a commercially prepared program, to use one developed by another district, or to have only the reading specialists write the skills continuum and tests, but much of value would have been lost. Would the teachers be as knowledgeable as they are now about the reading process? Would they have had the opportunity to work together to share ideas, information, techniques? Would the tests have been accepted and appreciated as well without the blood, sweat and tears? Would the teachers be teaching as diagnostically as they now are?

IN-SERVICE NEEDS - TEACHING OF READING

In School O, a Local Action Team consisting of the assistant superintendent of curriculum and instruction, one elementary building principal, two elementary building reading specialists (remedial teachers), five elementary grade teachers, one special education teacher (educable M.R.), and one middle school teacher have recently completed a needs assessment of the elementary reading program through the Pennsylvania School Improvement Program. The LAT represents thirty-one professional employees in three elementary schools in the district.

Two of the major needs identified after analyzing student and program needs were teacher behavior change and in-service education in the teaching of reading.

Following is a description of the type of in-service education program the teachers desire to implement in the district.

The Ginn 360 and 720 programs are currently in use in the district. A half-day in-service by a consultant from the Ginn Publishing Company would result in the following:

- A. Teachers would know the rationale behind the publisher's suggestions for how specific concepts are to be taught.
- B. Teachers could effectively use or modify the criterion-referenced tests that accompany the program.
- C. Teachers could effectively use the cross-referencing materials that accompany the program.
- D. Teachers would know the major components and characteristics of each program and the significant differences between the two programs (360 and 720).

A general question and answer period would be included.

Needs analysis has shown that the current program effectively teaches phonics. The major in-service need is for methodology in teaching reading comprehension. Such in-service would be extensive, presented over a one-year period, and would be developmental. The in-service activities would be relevant to all grade levels. They would be tailored to the needs of the district. New and innovative ideas would be highlighted.

The Intermediate Unit Number 20 PSIP Coordinator would provide potential resource people with information on the PSIP needs assessment, the new management system being developed by Pleasant Valley teachers, and other relevant information concerning the three elementary schools in the district.

This developmental in-service would result in the following:

- A. Teachers would include in their instruction all important comprehension skills relevant at each level, including, but not limited to, recalling details, finding facts, identifying sequence or logical order, getting the main idea, drawing conclusions, making comparisons, and making inferences.

- B. Teachers would use an increased repertoire of effective methods for teaching or reinforcing specific comprehension skills.
- C. Teachers would develop effective tests of comprehension.
- D. Teachers would locate and utilize varied supplementary materials for the teaching and reinforcement of comprehension skills.
- E. Teachers would include in their instruction all important study skills relevant at each level.
- F. Teachers would use an increased repertoire of effective methods for teaching or reinforcing study skills.
- G. Teachers would learn and use methods of teaching skill in skimming for details.
- H. Teachers would make more effective use of the school library in developing students' skill and appreciation of reading.
- I. Teachers would learn and use methods of teaching reading in each of the content areas, to include, but not limited to, mathematics, science, and social studies.
- J. Teachers would learn and use methods of teaching practical reading skills to children with limited reading potential.
- K. Teachers would learn and be prepared to use methods of teaching word recognition other than phonics. These would include, but not be limited to:
 - 1. Sight/Whole Word Method
 - 2. Language Experience Approach
 - 3. Linguistic/Word Families
 - 4. Multisensory Techniques
- L. Teachers would effectively match students with a method of word recognition each is able to learn.

APPENDIX G

Implementation of SMART: Preliminary Plan

Outcome: Development and Installation of Management System for Reading

Intended Use: To maintain students' records from grade to grade; to provide a developmental sequential scheme for reading instruction K-4; to use student records to plan instruction; to provide mastery testing at appropriate times; to have an informative student reporting system.

Students:

All students will receive on-level reading instruction.

Students will assist in recordkeeping and know what has been mastered.

Student diagnosis will improve.

Student scheduling will probably need to be adjusted to allow for testing, recordkeeping, etc.

Staff:

All staff teachers will have access to detailed student profiles for planning instruction because they will have:

- Skills tests by grade level
- Criterion-referenced tests
- Student checklist
- Student recordkeeping system
- Good reporting system relative to student progress

The LAT, principal and reading coordinator will direct the implementation of SMART.

Materials/Equipment/Facilities/Additional Staff

Need duplicating service, secretarial help, sources for skills list, CRIs and student record forms during development and refinement of the system. To maintain, you will need duplicating services and ongoing training. Meeting space for work sessions will be needed and consultant help will also be needed.

Instruction

Not applicable, except that instruction is based upon products of the management system - skills test, CRTs, student records, etc.

Staff Training

In-service for developing and using skills list, CRTs, student checklists and student recordkeeping.

Student Scheduling

During development of SMART for , students will have to be scheduled to allow for Act 80 in-service time for the staff.

IMPLEMENTATION PLANNING CHART

PSIP 1978

ACTIVITY	DATES	STAFF RESPONSIBILITY	MATERIALS/FACILITIES ADDITIONAL PERSONNEL	PERSON DAYS	COST %		POSSIBLE CON- STRAINTS/PROBLEMS
					ADDITIONAL SALARIES	MATERIALS	
1. Development of management system	7/1/78-6/30/79	LAT, principal, reading coordinator "will coordinate all activities"					
1.1 Develop reading skills list K-4	7/17-24/78		1.1 Secretarial help	1.1 Staff - 60 person days (10 persons, 6 days)	\$ 2,100		1.1 Involvement of total staff in Aug. could be a problem. There could be a delay in their response to the skills test. Cut-off date on returns must be no later than Aug. 15 to allow for typing of final test.
a. Review current list, Ginn scope and sequence, Barbe list, etc.			Cost of mailing Cost of materials Consultant services Working space in school	Secretarial help (35 hours)	\$ 105		
b. Compile skills list				Consultant (3 days)	\$ 300	\$ 200	
c. Submit skills list to total staff for input	7/30/78						
d. Write final list of reading skills for	8/20-30/78						
1.2 Develop criterion-referenced tests (CRTs)	7/1/78-6/30/79	LAT, principal, reading coordinator will plan and direct all activities Consultant provides in-service LAT and reading coordinator	1.2 Sources for CRT items	1.2 Staff days - 75 Consultant days - 4 Secretarial days - 15	\$ 490 \$ 400 \$ 350		1.2 Planning to use Act 80 in-service time for total staff involvement. This involves early dismissal of student and will have to be carefully scheduled to keep costs down.
a. In-service for LAT in CRT construction	7/30/78		Space in school for meetings Consultant Secretarial help Paper, etc. Duplicating service			\$ 250	
b. Writing sample CRTs by LAT	8/1/78						

APPENDIX H

IMPLEMENTATION PLANNING CHART

ACTIVITY	DATES	STAFF RESPONSIBILITY	MATERIALS/FACILITIES ADDITIONAL PERSONNEL	PERSON DAYS	COST		POSSIBLE CON- STRAINTS/PROBLEMS
					ADDITIONAL SALARIES	MATERIALS	
c. Total staff in- service in writ- ing CRTs	10/1/78	LAT and reading coord- inator					
d. Total staff writes CRTs for critical skills by grade level	10/15/78- 3/1/79	Directed by LAT and reading coordinator					
e. Field-test CRTs	3/1/79-5/1/79	Reading coordinator					
f. Revise CRTs	5/1-6/15/79	Reading coordinator and LAT					
g. Print final ver- sion of CRTs for all grade levels	6/15-30/79	Reading coordinator and LAT					
1.3 Develop student rec- ord system	9/1/78-6/30/ 79	Reading coordinator, LAT, principal and total staff	1.3 Sources for forms	1.3 Staff days- 20	\$ 300		1.3 Same constraints as noted in 1.2.
a. In-service LAT in development of student checklist	9/15/78 -	Reading coordinator, LAT and principal	Space in school for meetings	Consultant days - 3	\$ 1,300		Additional prob- lem in getting staff consensus
b. Relate check- list to CRTs	10/15/78		Secretarial help	Secretarial days - 10	\$ 240	\$ 200	and district approval.
c. Develop student record forms	11/1/78 -		Duplicating service				
d. Develop report cards	3/3/79						
e. Train total staff in use of student rec- ordkeeping system, CRTs and skills list)	3/15/79 - 6/30/79						

IMPLEMENTATION PLANNING CHART

ACTIVITY	DATES	STAFF RESPONSIBILITY	MATERIALS/FACILITIES ADDITIONAL PERSONNEL	PERSON DAYS	COST		POSSIBLE CON- STRAINTS/PROBLEMS
					ADDITIONAL SALARIES	MATERIALS	
2. Installation of management system	7/1/79-6/30/80	LAT, reading coordinator and principal					
2.1 Staff training in use of:	8/5/79-8/10/79	Reading coordinator and LAT	2.1 Printed copies of CRTs, skills list, student record forms, duplicating service	2.1 Staff - 40 days	None	\$ 300	2.1 Staff assistance to work involved
a. Skills list							
b. CRTs							
c. Student record-keeping system							
2.2 Begin use of system in classrooms K-4 for 1979-80 school term	9/15/79	Reading coordinator and total staff	2.2 CRTs, skills list, check-list, student record form for all classrooms, filing space for classrooms, duplicating service	2.2 Total school term total staff - 180 days per person	None	\$ 200	2.2 Maintaining use without upsetting staff with new procedures
a. Distribute skills list, CRTs, student record forms							
b. Monitor use of system							
2.3 Assess effectiveness of system	11/1/79-5/1/80	Reading coordinator, LAT and principal	2.3 Copies of teacher reporting forms, evaluation forms, secretarial help, paper and materials	2.3 Staff - 10 days Secretary - 5 days	\$ 350 \$ 120	\$ 150	2.3 Collecting data without staff overburden
a. Teacher logs							
b. Interviews							
c. Evaluation forms							
2.4 Revise system	6/15-30/80	Reading coordinator, LAT and principal	2.4 Secretarial help, paper and materials	2.4 Staff - 10 days Secretary - 5 days	\$ 350 \$ 120	\$ 200	2.4 Revise without increasing staff responsibility

*\$3,900 of this cost will require district funds for implementation; other costs are already budgeted.

EVALUATION PLANNING CHART

Program to be Evaluated: SMART - South Middleton Reading ProgramClasses Involved: All K-4

ACTIVITY	EVALUATION QUESTIONS	TYPE OF EVIDENCE	STANDARD AND/OR TYPE OF COMPARISON
1. Development of SMART for Elementary School			
1.1 Development of Reading skills list	1.1 Does it reflect what is taught at each grade level? Is it compatible with basal series and other materials in use? Is the number of skills assigned to a school term reasonable? Is the sequence appropriate? Are any essential skills missing? Can it be used with other basals?	1.1 Review by experts in field of Reading? Review by staff Review by Reading coordinator Match skills against desired student outcome charts Review by experts	1.1 Expert opinion Staff experience and background Coordinator's experience, other skills such as Barbe and Barrett First column of desired student outcome chart Expert opinion
1.2 Development of criterion-referenced tests (CRTs)	1.2 Have teachers/LAT been trained in writing CRTs? Is there an accepted definition of what a CRT is? Have standards been set for: CRT length, number of items, mastery levels, format, response type, administration, guides? Are tests available for all critical skills? Has the staff been trained in use of CRTs?	1.2 Monitoring of in-service Consultant review of documents and tests produced Review by staff and Reading coordinator Monitoring of in-service by Reading coordinator	1.2 Experience of monitor - objectives of in-service Experience and background of reviewers Experience and background of reviewers Experience of monitor and participant evaluation

EVALUATION PLANNING CHART

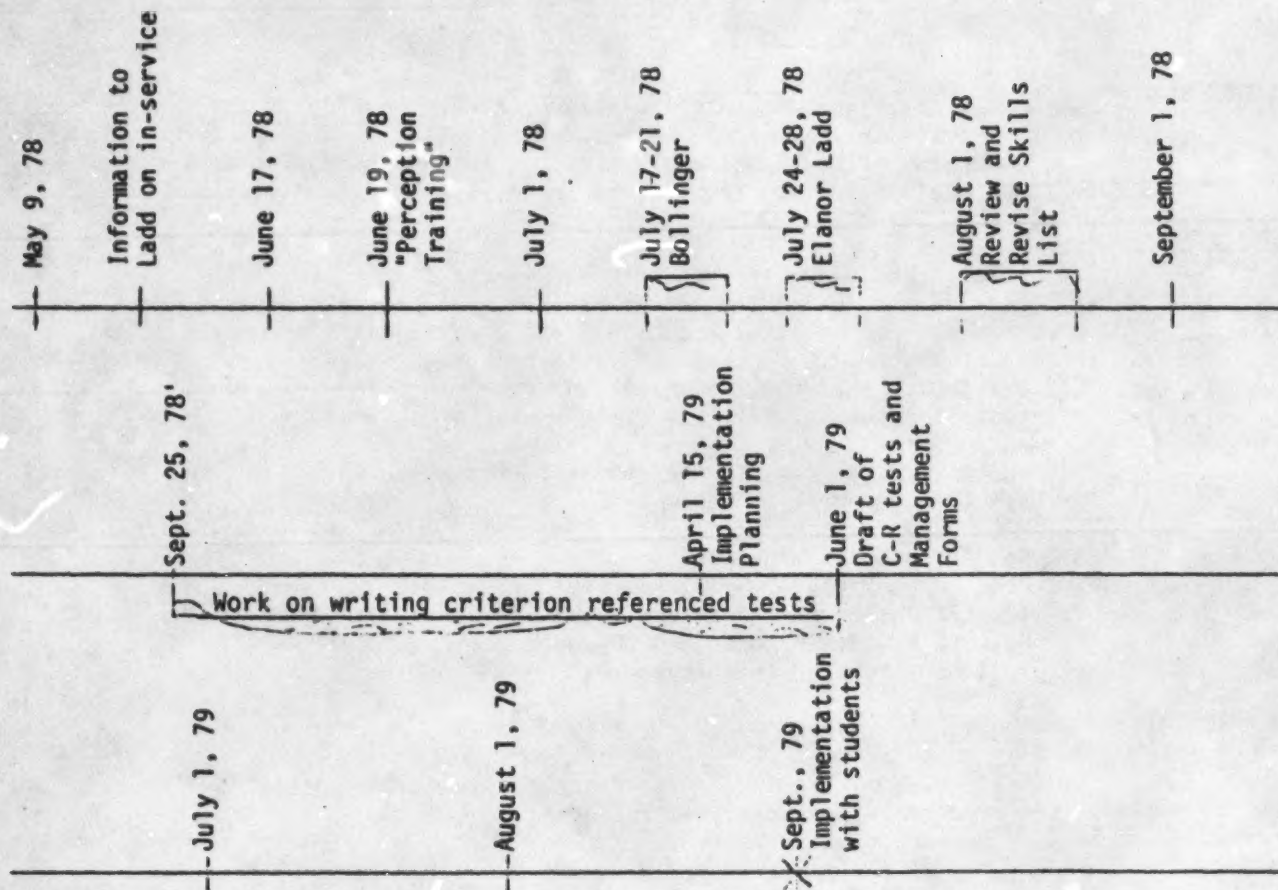
Program to be Evaluated: SMART - South Middleton Reading ProgramClasses Involved: All K-4

ACTIVITY	EVALUATION QUESTIONS	TYPE OF EVIDENCE	STANDARD AND/OR TYPE OF COMPARISON
1.3 Development of student record system	1.3 Does the student checklist match CRTs? Are the student record forms easy to use? Are report cards and student records compatible? Are all forms printed?	1.3 Visual comparison Evaluation by LAT after trial Visual comparison and staff review Observation	1.3 CRT items Staff's professional judgment Forms printed and in schools September 1, 1979
2. Installation of system			
2.1 Staff training in system	2.1 Have all of K-4 teachers attended in-service?	2.1 Log of in-service attendance Pre/posttest related to in-service objectives Teacher self-assessment	
2.2 Begin use of system K-4	2.2 Can every teacher use skills list, CRTs and student recordkeeping forms?	2.2 Teacher self-report, observation and monitoring by Reading coordinator	2.2 All of K-4 teachers using system by September 30, 1979. Folders in classroom for every student.
2.3 Assess effectiveness of the system	2.3 Are student records used as an aid in planning instruction? Are CRTs administered regularly?	2.3 Teacher reports, observation and	2.3 Lesson plans should reflect student records, teacher reports should note daily use of student data, regular administration of CRTs

EVALUATION PLANNING CHART - TIMELINE ACTIVITIES

<u>Activity</u>	<u>Evaluation Questions</u>	<u>Data Source</u>	<u>Compared With</u>
Implementation of Perception +	How often was kit used? Do the parts seem effective?	Observation Interview Self-report	across teachers compare with developers recommendations
Student Achievement in Perception Skills	Do students show growth in perception skills?	Clymer-Barratt (subtest on visual perception)	compare with previous year scores on Clymer-Barratt
Skills List	Is it understandable? Does it reflect what you have taught at your grade level? Is it compatible with the materials you have? Could it be used with other reading series? Are skills appropriate to the level? Is the number of skills per year reasonable? Is the sequence appropriate? Are there essential skills missing? Is it consistent with PCRP?	Teacher review Ladd review?, or other expert review	past experience knowledge CTBS
Ladd In-Service	Use guidelines as questionnaire Right-to-Read	Participants	report scale
Criterion Reference Test Writing	How to write a CRT? What is a CRT? How long? How many? Items per skill? What is mastery? What kind of format? Does it require an oral response? What kind of type style? What kind of administration guides?		

IMPLEMENTATION PLAN - TIMELINE



- June 19, 1978 - Perception Training, K, 1, 2, and Special Education; ½ day
- July 17-21, 1978 - Bollinger; Activities 1.1 - 1.7
- July 30, 1978 - Draft copy of skills list (K-4)
- August 16-17, 1978 - Development of Criterion Referenced Tests
- August 25, 1978 - Revised draft of skills list
- September 25, 1978 - June 1, 1979 - Write Criterion Reference Test (K-4)
- June 1, 1979 - Draft of Criterion Reference Tests and Management Forms
- April 15, 1979 - Implementation with students - planning
- Spring, 1979 - Review and Revise Management Forms
- September, 1979 - Implementation, K-2, Criterion Reference Tests, folders

APPENDIX I

School 0

PSIP--REPORT

Over the past 15 months, staff people have been working on the reading curriculum in the Elementary School. This team of persons, known as the Local Action Team (LAT), is comprised of teachers and reading specialists from each of the three elementary schools and the middle school and two administrators.

The team worked under the guidance of experts in the areas of reading and research, using the Pennsylvania School Improvement Program (PSIP) as a model for curriculum design. While our local personnel made all the decisions, the PSIP representatives did the "leg work". They provided the tools, analyses, materials and research information we felt necessary for making decisions at each step along the way.

The entire process may, in the interest of simplicity, be defined in five phases. They are, in sequence:

- A. Student needs analysis
- B. Program analysis
- C. Identification of the outcomes--based on the analyses
- D. Selection process--based on the outcomes (needs)
- E. Implementation of the program

1. Student needs analysis

Student needs with respect to reading were determined on the basis of desired student performance, current student performance and the discrepancy or gap between the two.

- 1.1 Desired Student Performance. Parents, students and teachers provided the necessary input through questionnaires and interviews. The information was then used to establish the desired student performance at each grade level (K-4) in five global areas of reading: vocabulary, word analysis, comprehension, oral and silent reading and attitudes and appreciation. Each of these areas was further broken down into:

- 1.1.1 Specific student behaviors or skills
- 1.1.2 Measures of evaluating these behaviors or skills
- 1.1.3 A standard for student success for each measure, and
- 1.1.4 A description of the student population expected to meet each standard

- 1.2 Current Student Performance. A detailed study of achievement tests was made to establish actual student performance in three of the five global areas mentioned before: vocabulary, word analysis and comprehension. There were no data available in the areas of oral and silent reading and attitudes and appreciation.

PSIP--REPORT (Continued)

- 1.3 Discrepancy. The difference between desired student performance and actual (or current) student performance then served to point out the student needs not being met in reading.

2. Program Needs Analysis

Concurrent with the analysis of student needs, an analysis of our present reading program was done. Data were collected utilizing questionnaires completed by students, teachers and administrators; teacher interviews; teacher and school records and audio-tapes made by teachers. It was analyzed with respect to: the variety of reading instruction; instructional objectives (i.e., types, preciseness in stating them, matching materials with objectives; evaluative testing procedures and the degree to which reading is integrated with the entire instructional program.

3. Identification of Needs

Based on the program analysis and unmet student needs, the following needs were identified by the members of the Local Action Team:

- 3.1 Instruction in reading tends to be fragmented. The teachers feel uncertain as to what reading skills should be taught at their particular grade levels.
- 3.2 Students are not tested for mastery of skills often enough.
- 3.3 The tests vary in both objective and content.
- 3.4 Levels of expectancy for student success vary among teachers.
- 3.5 Since no records are kept, a teacher cannot tell which skills were already taught and/or mastered and which come next in the case of a child entering their class for the first time.

4. Selection Process

The Local Action Team identified better management of resources, materials, time and techniques as the key to making better readers of our children.

After much studying many programs available through the National Diffusion Network selection was narrowed to six outcomes. These were studied in detail and the one most readily adaptable to the needs of the Elementary School is a management system now being used at the South Middleton School District in Boiling Springs, PA., SMART.

5. Implementation

Implementation of the management system is the final step in the PSIP process. The major components for implementation require utilization of the entire elementary teaching staff from time to time and include the following:

- 5.1 Writing a scope and sequence for the necessary reading skills to be mastered by each child (K-4).
- 5.2 Compiling a checklist of reading skills in proper sequence, with the expected level of performance for mastery of each skill. This checklist will follow the child as he or she progressed from grade to grade.

- 5.3 Construction of criterion-referenced tests (CRT) for each skill. (A criterion-referenced test is based on a specific objective or skill and relates the results to an absolute standard or level of performance rather than to the scores of others taking the same test. The latter test is norm-referenced.)
 - 5.4 In-servicing teachers on the terminology and techniques necessary for constructing and using the scope and sequence, check lists and criterion-referenced tests in their teaching of reading skills.
 - 5.5 Revising the present forms of record keeping and pupil progress reporting.
6. In addition to the need for a management system the LAT also identified the following needs:
- 6.1 A reading coordinator is needed to direct the management system and the reading program.
 - 6.2 In-service training for teachers in the teaching of comprehension skills is needed.
7. Additional funding beyond the regular school budget items needed to implement this program is estimated to be \$ 3,900.

PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

In-Service Workshops:

June 19, 1978- Perception +

July 17-21- Dorothy Bollinger

July 24-28- Dr. Ladd

Over the past months most of our elementary staff was involved in three in-service sessions concentrating in reading. These in-service workshops were a result of a need which was identified during our involvement in PSIP.

According to the evaluations by the participation, all three sessions proved extremely interesting and enlightening.

Perception + was our first in-service. All participants rated this workshop as more valuable than other previous in-service sessions. They felt the instructor was very knowledgeable about the material and her presentation was very interesting and informative. The only negative comment was the time of the in-service. (Last day of school)

The response of the second in-service workshop with Dottie Bollinger was equally enthusiastic. The LAT participated in this workshop during the week of July 17-21. The general consensus was that Mrs. Bollinger was terrific and very knowledgeable. She clarified many points, gave practice in constructing CRT'S, and provided some practical experiences.

Finally, during July 24-28 the staff was intensely involved and impressed with Dr. Eleanor Ladd of Temple University. Dr. Ladd presented various reading lessons and provided demonstrations with children. All who participated seemed impressed with Dr. Ladd's knowledge of reading and her ability to communicate with both faculty and children. The week ended too quickly and all departed with suggestions for implementing a more effective learning process for children.

Several comments were made concerning the hope that future in-service workshops will be as stimulating and informative as these three which they participated in.

Our thanks go out to all those who made the workshops possible.

Dora Tartar

DORA TARTAR
READING COORDINATOR

sect - 21 questionnaire

SCHOOL DISTRICT

P. S. I. P.
PERCEPTION + WORKSHOP EVALUATION

NAME _____ DATE _____

(Circle the number which is most appropriate)

1. Your overall evaluation of the in-service workshop was:
Excellent ¹⁰ (1) 2-3-4-5 Poor
2. Were the course objectives to be taught in your in-service workshop clearly identified?
Clearly identified ¹⁰ (1) 2-3-4-5 Not Identified
3. Did the activities of the in-service relate clearly to the objectives identified?
Clearly ¹⁰ (1) 2-3-4-5 Not At All
4. To what extent do you intend to apply the competencies learned from this workshop in your classroom? *Note: only Kindergarten young program*
Extensively ¹⁰ (1) 2-3-4-5 Not At All
5. Rate the extent to which this in-service provided opportunities for your active participation in "hands on" laboratory type experiences.
Extensively ¹⁰ (1) 2-3-4-5 Not At All
6. Rate the instructor's knowledge of the material taught.
Very knowledgeable ¹⁰ (1) 2-3-4-5 Unacquainted with the subject
7. Rate the instructor's ability to communicate his or her knowledge and skills.
Communicative ¹⁰ (1) 2-3-4-5 Uncommunicative
8. Provision for facilities was:
Excellent ¹⁰ (1) 2-3-4-5 Poor
9. Equipment used in the program was:
Excellent ¹⁰ (1) 2-3-4-5 Poor
10. Materials supplied to you were:
Excellent ¹⁰ (1) 2-3-4-5 Poor
11. Rate this in-service workshop with other in-service sessions. This in-service was:

12. The strong features of this in-service workshop were: _____

① Instructor was excellent - knowledgeable

② Presentation - interesting, stimulating

13. The weaker features of the in-service workshop were: _____

① Inability to use w/ kids for demonstration

② Presentation at the end of the yr.

14. Would you feel competent enough to present at in-service to other teachers on Perception + as a result of your participation in this workshop? All no except one said yes

15. General Comments: _____

RESULTS

EVALUATION OF BOLLINGER SESSION

1. Your overall evaluation of the workshop was?
6 excellent 2 good fair poor
2. Were the goals to be worked on during the workshop clearly identified?
7 excellent 1 good fair poor
3. Did the activities of the workshop relate clearly to the goals identified?
6 excellent 2 good fair poor
4. To what extent can you use the competencies learned from this workshop?
3 excellent 5 good fair poor
5. Rate the extent to which this workshop provided opportunities for your active participation in "hands on" laboratory type experiences.
7 excellent 1 good fair poor
6. The strong features of this workshop were: (1) Dottie Bollinger and the information she shared with us. (2) Consolidating and refining skills charts. (3) Practice in constructing CRT's.
7. Are there any areas you feel you need additional training in?
(1) Additional help in CRT training (if necessary) after trying to write our own. (2) Help in missing CRT sources.
8. Do you feel you can write a criterion referenced test? (explain)
(1) Probably-but it would take a great deal of time and more practice.
(2) Yes, the material is all we really need to complete the task.
9. GENERAL COMMENTS: Dottie is a terrific person. The workshop was very worthwhile and beneficial. Just what was needed at this point in time. We clarified a lot of things and got some practical experience.

Summary

DR. LARRY S. WISSE

July 1978

Circle the number which is most descriptive. Please rate the 1-5 scale used: the highest rating is 1 and least is 5.

1. Rate overall evaluation of the instructor's course:

Extremely 27 2 1 3 4 5 Not at all

2. To what extent do you intend to apply the concepts you learned from this workshop in your classroom?

Extremely 16 19 3 4 5 Not at all Not Applicable

3. Rate the extent to which this workshop provided opportunities for you to have participation in "hands-on" laboratory type experiences

Extremely 11 16 7 1 4 5 Not at all

4. Rate the instructor's knowledge of the material taught.

Very knowledgeable 27 2 3 4 5 Unacquainted with the subject

5. Rate the instructor's ability to communicate his or her knowledge and skill.

Comprehensive 27 2 3 4 5 Incomprehensive

6. Rate the in-service workshop with other in-service sessions. This in-service was:

27 More valuable
1 About the same
1 Less valuable
2 Not able to compare

7. Rate this in-service workshop as compared with a college or university graduate course dealing with similar material. This workshop was:

25 More valuable
1 About the same
1 Less valuable
2 Not able to compare

8. Rate the following in terms of how much you feel you have gained or learned from the workshop. Please rate the greatest gain is 1 and least gain is 5.

Reading Comprehension

19 2 3
1 2 3 4 5

8. Define reading comprehension.

12 13 3 1
1 2 3 4 5

9. Use and define a taxonomy of reading comprehension.

16 2 3 1
1 2 3 4 5

10. Use various methods to introduce reading comprehension skills.

16 1 1 1 1
1 2 3 4 5

11. Use various methods to reinforce reading comprehension skills.

Answer

7. 1 2 3 4 5
1 13 12 1 1
1 12 13 1 2
1 10 15 3
1 20 7 1
1 7 9 10 1 1
1 13 13 1 1

1-Not Applicable

12. Use various methods to maintain reading comprehension skills at higher levels.
13. Teach comprehension skills through the use of the basals.
14. Teach comprehension skills through the language experience approach.
15. Teach comprehension skills through the cloze procedure in your present classroom.
16. Teach lessons by using the inductive and deductive methods.
17. Locate supplemental reading materials for teaching specific comprehension skills.
18. Correctly teach a DSA.

Word Recognition

Teach word recognition skills through the following approaches:

- 1 15 8 5
1 16 10 2
1 6 14 8
1 9 18

19. Sight/whole word.
20. Language experience.
21. Linguistic/word families.
22. Multi-sensory.

Not Applicable

Study Skills

- 2 2 15 4
1 4 11 6 1
2 3 12 5 1
1 5 10 6 1
1 2 14 4 1

23. Define study skills.
24. Use various methods to introduce study skills.
25. Use various methods to reinforce study skills.
26. Use various methods to maintain study skills at higher levels.
27. Teach study skills from present textbooks.

Please rate your feelings about future workshops in the following areas by putting a check in the appropriate column.

	Feel Grateful	Feel Very Instructive	Not Interested	No Answer
a. Reading comprehension	13	14		1
b. Word Recognition	16	11	1	1
c. Study Skills	1	27		1

OPTIONAL COMMENT: Please use the back of this sheet if necessary.

Strong features of the workshop: Excellent demonstrations; Extensive knowledge of the instructor and her ability to communicate her knowledge.

Weak features of the workshop: Needed more time; Need time to practice material learned; Too much material for 1 week

What I feel I have learned: Basis of a good reading lesson; better teaching of a DRA; Sequence of steps in lesson (aud. & vis.) use of inductive teaching; how to ask better questions; a more effective learning process for kids

NAME _____ Percent _____

Grade/Section _____ Date _____

CONTRACTIONS

(—items at—points each)

Purpose: To evaluate student proficiency in matching contractions to their correct phrase and choosing contractions that mean the same as it's phrase in a context.

Directions: In the left column you will see a list of contractions. In the right column a list of phrases. Read the first contraction, then look for the phrase which means the same thing. Draw a line between them to show they go together.

- | | |
|----------|---------|
| 1. I'll | do not |
| 2. don't | it is |
| 3. isn't | can not |
| 4. it's | I will |
| 5. can't | is not |